

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180135

Grants.gov Tracking#: GRANT12659994

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180135

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The George Washington University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

530196584

* c. Organizational DUNS:

043990498

d. Address:

* Street1:

2121 I Street NW

Street2:

Rice Hall Suite 601

* City:

Washington

County/Parish:

* State:

DC: District of Columbia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20052-0086

e. Organizational Unit:

Department Name:

International Affairs

Division Name:

ESIA

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Jisoo

Middle Name:

* Last Name:

Kim

Suffix:

Title: Associate Professor of History & Int'l Affair

Organizational Affiliation:

The George Washington University

* Telephone Number:

(202) 994-0987

Fax Number:

* Email: jsk10@gwu.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

East Asia NRC: East Asia Past and Present: The Dynamics of History, Politics, and Culture

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,984,134.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,984,134.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The George Washington University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	161,732.00	144,255.00	142,453.00	138,819.00		587,259.00
2. Fringe Benefits	27,305.00	27,581.00	27,550.00	26,656.00		109,092.00
3. Travel		2,000.00	2,000.00	2,000.00		6,000.00
4. Equipment						
5. Supplies	25,000.00	20,000.00	15,000.00	10,000.00		70,000.00
6. Contractual						
7. Construction						
8. Other	41,975.00	39,210.00	40,945.00	42,680.00		164,810.00
9. Total Direct Costs (lines 1-8)	256,012.00	233,046.00	227,948.00	220,155.00		937,161.00
10. Indirect Costs*	20,481.00	18,644.00	18,236.00	17,612.00		74,973.00
11. Training Stipends	243,000.00	243,000.00	243,000.00	243,000.00		972,000.00
12. Total Costs (lines 9-11)	519,493.00	494,690.00	489,184.00	480,767.00		1,984,134.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 59.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # P015A180135

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The George Washington University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Sylvia Ezekilova	Associate Director, Office Sponsored Projects
APPLICANT ORGANIZATION	DATE SUBMITTED
The George Washington University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="NA"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Sylvia Ezekilova"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Sylvia"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Ezekilova"/> Suffix <input type="text"/> Title: <input type="text" value="Associate Director, Office Sponsored Projects"/> Telephone No.: <input type="text" value="2029946255"/> Date: <input type="text" value="06/25/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_statement1033189050.pdf

Add Attachment

Delete Attachment

View Attachment

GW GEPA Statement

GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, and place of residence or business. We also do not discriminate on the basis of veteran status. These laws govern all programs, services, policies, and procedures of the University including admission to educational programs and employment.

All EAS NRC activities are designed to improve access and inclusivity for individuals from under-served communities. These activities include outreach to K-12 DC public schools and collaborative activities with Spelman College, a historically black college for women.

GW's Office of Disability Support Services, opened in 1978, offers individualized services to those with disabilities (e.g. scholarships, readers, sign-language interpretation, adaptive/assistive technologies, and housing accommodations). GW's Graduate School of Education and Human Development also manages the HEATH Resource Center, which serves as a national clearinghouse on postsecondary education for individuals with disabilities. Students also benefit from many university programs that enhance equal access and supporting campus diversity. Various university-wide initiatives, such as the components of the President's Council on Diversity and Inclusion (including the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion Initiatives, and the GW Tutoring Initiative) ensure that the composition of GW's student body and faculty roster represent a range of backgrounds and ideational commitments. The Multicultural Student Services Center (MSSC) supports students from underrepresented groups and provides educational programs, cultural heritage celebrations and other activities and services that support an inclusive campus community. The MSSC is home to a number of student communities including Asian and Pacific Islanders, Black/African-Americans, Latinx, Native Americans, South Asians, religious/faith groups, and LGBTQIA. The University provides \$197 million in needs-based financial assistance, targeting minority and low-income students. GW is a national leader in encouraging access for low-income and minority students in study abroad programs.

Diversity is an intentional component of the design of EAS institutional events and programs, which are frequently convened as panel-style events to accommodate diverse perspectives and generate open debate. For example, two GW EAS faculty members and a respected Chinese professor recently spoke as panelists at a GW student group-organized public lecture on U.S.-China relations. Following presentations from each speaker, they engaged the audience – which represented many different academic and professional backgrounds – in a spirited and critical debate about understanding diverse historical and modern perspectives about U.S.-China relations. Another event that exemplifies the GW EAS approach to reflecting diversity is its recent hosting of the Committee for Teaching Asia (CTA) during the annual Association

for Asian Studies conference. This year's CTA meeting brought together K-12 educators from all across the United States to discuss perspectives on teaching Korean history, culture, and politics. A North Korean defector was invited as an honored guest to the meeting and spoke of her experiences as a defector, which added an important dimension to the discussion and made invaluable contributions to widening participants' perspectives on Korea. GW EAS makes every effort to foster earnest debate and provide avenues for students, faculty, and the public to understand diverse perspectives.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The George Washington University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Jisoo	<input type="text"/>	Kim	<input type="text"/>

Address:

Street1:	1957 E Street NW
Street2:	Suite 503
City:	Washington
County:	<input type="text"/>
State:	DC: District of Columbia
Zip Code:	20052
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
202-994-0987	<input type="text"/>

Email Address:

jsk10@gwu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

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PROPOSAL ABSTRACT

East Asia Past and Present: The Dynamics of History, Politics and Culture

The George Washington University seeks to establish an East Asian Studies National Resource Center housed in the Elliott School of International Affairs and jointly run by the Sigur Center for Asian Studies and the Institute for Korean Studies. The proposal brings together the University's established strengths in East Asian Studies to offer a dynamic program engaging diverse constituencies, from K-12 educators to HBCU students and faculty to the wider public at large. The program offers a multifaceted approach which emphasizes both academic excellence and public accessibility. By fulfilling the absolute as well as competitive priorities for both the NRC and FLAS competitions, the proposal significantly contributes to meeting the requirements for areas of national need, doing so with the involvement of historically under-represented groups and privileging students in financial need studying less commonly taught languages.

The proposed EAS-NRC program consists of multiple parts which includes increased language instruction in Chinese, Japanese and Korean, in-person and web-based K-12 outreach, HBCU partnerships and increased library language sources. Regarding language instruction, the proposal outlines significant course development in advanced level Korean and Chinese, designed to benefit a soon to be launched BA in Korean Studies and FLAS students requiring specialized instruction respectively. As for K-12 outreach, GW's East Asian Languages and Literatures (EALL) department, in conjunction with several other university units such as the Language Center, plan a number of pedagogy, institutes, workshops and training sessions in Chinese, Japanese and Korean. This will be complemented with a subject-matter initiative, the K-12 Building Global Competencies Program, jointly convened with other GW area studies centers. The program consists of K-12 curriculum design, an annual workshop for educators on

international hotspots in East Asia, web-based access to live interaction with GW EAS faculty through Skype-a-Scholar, and an online resource bank of explanatory video and podcast shorts on East Asian Hotspots. The proposal directly addresses the NRC's competitive priority through a 3-point partnership with Spelman College, an HBCU, which will serve as a template for further partnership outreach to this sector. As for engaging both GW students and the broader public in less commonly covered subject areas, the proposal includes a summer course on Tibetan language and culture utilizing the expertise of the University's Tibet Governance Lab. Further, the proposal entails a course and complementary series of public lectures on Current Issues in East Asia. To ensure content is not limited to the social sciences, the proposal also integrates EALL's humanities lecture series as well as the GW Textile Museum's permanent and temporary exhibits and concurrent symposia. Finally, the proposal significantly expands both the content of and access to the GW library's East Asian language holdings in multiple media.

Ambitious and well-designed, the program promises to significantly expand GW's existing excellence in East Asian Studies, rendering it a valuable and open national asset. Finally, the proposal offers a robust and vigorous system of performance evaluation to ensure both its continual improvement as well as transparent accountability. A well-executed National Resource Center at GW will thus be poised to deliver substantial immediate and long-term impacts by educating the next generation of East Asian Studies specialists and enhancing the public understanding of this critical area of national need.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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NARRATIVE

The East Asian Studies (EAS) program at the George Washington University is the largest and most influential of its kind in Washington DC, with a national and international reputation for excellence. GW is a comprehensive research university, training over 11,000 undergraduate and 14,500 graduate students in its schools of Arts and Sciences, International Affairs, Business, Education, Media and Public Affairs, Engineering, Law, Medicine, Public Health, and Nursing. Located near the White House, the State Department, and the World Bank, GW has consistently attracted faculty and students interested in international affairs and area studies, particularly to its Elliott School of International Affairs (ESIA). With institutional roots at GW dating from 1898, the Elliott School is the largest school of international affairs in the nation, with over 2200 undergraduate and over 800 graduate students. While EAS expertise is found throughout the University, the Sigur Center for Asian Studies (SCAS) and the Institute for Korean Studies (IKS), housed in SCAS, serve as institutional centers of gravity. Together, they have over 75 affiliated EAS full and part-time faculty and are the academic home of ESIA's undergraduate and graduate programs in Asian Studies. The Sigur Center has actively pursued its mission to "increase the quality and broaden the scope of scholarly research and publication on Asia, promote US-Asian scholarly interaction, and educate a new generation of students, scholars, analysts, and policymakers" since its founding in 1991. Likewise, established in 2016, IKS has worked to expand "the depth and breadth of Korean Studies at GW by focusing on a humanities approach." SCAS and IKS will jointly be the perfect foundation for an East Asia National Resource Center (EAS-NRC), providing a superb base from which to broaden priority language and area studies instruction to maintain our national security and economic competitiveness.

1. PROGRAM PLANNING AND BUDGET

All of the program elements in this proposal are designed to advance NRC goals, addressing

the critical need for greater knowledge and expertise on East Asia through expanded language instruction, area studies educational programs, outreach, and teacher training. This proposal both builds on recent initiatives and introduces new elements to expand on GW's existing excellence in EAS. At the same time, synergistic collaborations across units—serving both education and outreach objectives—will produce the most effective results.

Building on recent programmatic initiatives and synergistic collaboration is a planned **BA in**

Table 1: Program Elements					
	18-19	19-20	20-21	21-22	
Language Initiatives					
Curriculum Development					
New Korean Studies BA (w/ EALL)		start	✓	✓	
New Advanced Chinese Language Courses (w/EALL)	✓	✓	✓		
Instruction					
New Courses for Korean Studies BA (w/ EALL)					
- Advanced Composition & Conversation			✓	✓	
- History of Korean Language		✓	✓	✓	
New Advanced Chinese Language Courses (w/EALL)		✓	✓	✓	
Language for Professionals (w/LC)	✓	✓	✓	✓	
Films for Language Instruction (w/LC)	✓	✓	✓	✓	
Teacher Training/Outreach					
Summer Language Teaching Institutes (w/EALL)	1/yr	1/yr	1/yr	1/yr	
Lang. Assessm't/Techn Workshops (w/LC)	1/yr	1/yr	1/yr	1/yr	
Teaching Chinese Methods Seminar (w/EALL)	2/yr	2/yr	2/yr	2/yr	
Chinese Linguistics Conference (w/EALL)	✓	✓	✓	✓	
Area Studies Initiatives					
Instruction					
Interdisc. Current Issues Classes (w/ESIA)	1/yr	2/yr	2/yr	2/yr	
Digital Materials for the Library	✓	✓	✓	✓	
K-12 Teacher Training/Outreach					
K-12 Curriculum Design	✓	✓	✓	✓	
J.LIVE Talk	✓	✓	✓	✓	
Teaching International Hotspots Workshops	✓	✓	✓	✓	
Skype-A-Scholar	✓	✓	✓	✓	
Hot Spots Minute	✓	✓	✓	✓	
Outreach					
East Asian Humanities Lecture Series (w/EALL)	✓	✓	✓	✓	
East Asian Voices Initiative (Asian speakers)	✓	✓	✓	✓	
EAS Current Issues Public Lectures (w/ESIA)	2/yr	4/yr	4/yr	4/yr	
Videotaping of major events	✓	✓	✓	✓	
Spelman College Program (HBCU)	✓	✓	✓	✓	

Korean Language and Literature in the Department of East Asian Languages and Literatures (EALL) to be launched in AY2019-20. Modelled on the successful Chinese and Japanese BA programs, this plan has emerged out of

the growing popularity of Korean language and culture classes and recent additions of Korean Studies faculty. While most of the courses are in place, EALL seeks support for course development for two courses in Advanced Korean Composition and Conversation, as well as one on the history of the Korean language. EALL also seeks support to develop **advanced Chinese language courses** for FLAS recipients to improve advanced communication skills in specialized professional fields such as business and international affairs.

With a new MA in Chinese beginning in AY2018-19 and plans for the new BA in Korean Language and Literature well advanced, EALL faculty seek support for outreach and teacher training activities that complement these new programs. EALL faculty are keen to resurrect their **Summer Language Teaching Institutes**. Augmenting the Institutes will be a special 3-session **Teaching Chinese Methods Seminar**, focusing on secondary education instructors. Likewise, EALL proposes annual ACTFL Standards-based **Pedagogy and Language Assessment** workshops in collaboration with the GW Language Center (LC), with a different target EA language each year, for language teachers in the region. EALL is presently in conversations with the regional Japanese Teacher's Association (MAATJ) for the AY2018-19 workshop. EALL faculty also seek support for an annual **Chinese Linguistics and Pedagogy Conference**, targeting regional post-secondary institution faculty. Support is likewise sought for the continuation of our successful **J.LIVE Talk Japanese speech competition**, jointly organized by LC and EALL since 2015.

Complementing GW's commitment to and extension of language instruction, this proposal seeks to institutionalize EAS outreach with a four-element **Building K-12 Global Competencies Program** jointly convened with other GW area studies centers. This program is modeled on the successful K-12 program initiated by the GW Middle East Studies(MES) NRC over the past

eight years. The program's first element is the provision of 2 **K-12 curriculum designers** (an Education MA student paired with an Asian Studies MA student), who will work together to develop original, in-depth, lesson plans for K-12 teachers. These lesson plans will be designed to align with the Common Core standards and will be available for free download at the GW EAS-NRC website. The second, linked element is a proposed two-day summer **Teaching International Hot Spots Workshop**, where area teachers will be given the opportunity to learn from EAS experts and work with NRC curriculum designers to create their own lesson plans and develop evaluation metrics. The workshop's current events focus is based on feedback received by the MES-NRC from its K-12 partners, who see interpretation and contextualization of current events as the primary contribution that university faculty can make to their K-12 curriculum. The third element in this K-12 program will add an EAS component to the innovative **Skype-A-Scholar** program developed by the GW NRC-MES. Utilization of the free voice-over-IP service (Skype) to put GW faculty or other area experts directly into classrooms for live individual exchanges with students will facilitate K-12 outreach that is not just local but regional and national as well. Complementing the Skype-A-Scholar program is the fourth element - **Hot Spots Minute**. This will constitute a recorded archive of video and podcast interview shorts with GW EAS faculty, available on the proposed EAS-NRC website, which offer 5-minute (or less) briefs on current international Hot Spots in East Asia. Produced in collaboration with the Institute for Public Diplomacy and Global Communication, part of the School of Media and Public Affairs, these shorts will provide a resource bank for teachers to integrate in their curriculum as appropriate (and will be in part of the curriculum produced by the K-12 curriculum designers). The archive will be updated and expanded with new topics over time and the Minutes paired, where applicable, with archived events relevant to the topic hosted by SCAS and IKS.

Addressing the NRC Competitive Preference Priority 1 is a **collaborative relationship with Spelman College**, a Historically Black College or University (HBCU) in Atlanta, GA which will serve as a template for outreach to other regional HBCUs (letter of support attached). Our relationship consists of three related, though independent parts. The first is to reserve a place for a visiting EAS scholar from Spelman during sabbatical. The second part is hosting a two-day workshop annually on EAS with HBCU undergraduate students, starting with Spelman, organized and led by GW EAS faculty. The aim of the workshop is two-fold: 1) introduce, expand and deepen the students' familiarity with EAS issues and resources available in Washington DC; 2) use the opportunity to expose students who are underrepresented in graduate education to further possibilities for EAS. The third element of the partnership is curricular support. Working with our Spelman counterparts, we will develop an appropriate EAS curriculum designed to facilitate a sustained course of study of East Asia for Spelman students. This will ensure the continued institutional impact of EAS linkages cultivated by our visiting scholar and annual workshop relationship. While Spelman will serve as the anchor partner of the program, we plan to expand it to include other HBCUs. We have already identified 5 regional HBCUs (Morehouse, Hampton, Morgan State, Delaware State and Virginia State) we intend to reach out to based on the success of our Spelman partnership.

While ESIA faculty provide strong core instruction in EAS, there is considerable student interest in more in-depth coverage of current major crisis issues (e.g. North Korea's nuclear program), which due to their contingent nature are difficult to incorporate into regular curricular offerings. To meet this demand, we propose one special topics **Current Issues in East Asia Course** each term. Part-time faculty will be hired for these courses, taking advantage of the specialized expertise on international issues available in the DC area. This curricular initiative

will be linked to SCAS and IKS's broader outreach efforts by inviting other local experts to offer **East Asian Studies Current Issues Public Lectures** on similar topics as the Current Issues classes. With up to 5 lectures a semester, these will be aimed not only at a student, but also a public audience. This public lecture series will complement EALL's **Kim-Renaud East Asian Humanities Lectures Series** which enhances the exposure to and experience of GW students to EAS humanities. SCAS and IKS have collaborated on this project to promote more disciplinary balance EAS in programming at GW. Moving forward, with NRC support we seek to expand and integrate the Humanities Lecture Series with the **GW Textile Museum**, which houses an outstanding collection of East Asian textiles and regularly hosts symposia and events including the upcoming "From Royal Court to Runway: The Flowering of Korean Fashion" in 2020 jointly organized with IKS.

A different kind of impact is sought through an **East Asian Voices Initiative**, which will invite scholars from East Asia for short term visits to our campus to participate in outreach events or class lectures, insuring that Asian viewpoints are included in academic and policy discussions. As part of this initiative, we plan to host visiting East Asian scholars in the US on the Fulbright program through the Outreach Lecturing Fund. Preference would be given to scholars from institutions with which GW has partnership agreements, strengthening the quality of those relationships. In order to extend the audience for such outreach activities, we will build on our web-based archiving and distribution of events (limited video and audio recordings of events are posted on SCAS/IKS websites). Past taping and posting of events have drawn a local, national and even global audience of nearly 400 viewers per event. Funding will enable us to increase the number of events recorded and posted, as well as simulcast them through platforms such as FacebookLive.

By integrating established programs and expertise, this proposal seeks to expand the areas covered by EAS at GW. The Tibet Governance Lab (TGL), an innovative program supported by the Luce Foundation and housed in SCAS which engages local stakeholders - Tibetan and Chinese - in dialogue for issues of local governance, provides a prime example. Building on the established expertise and connections of the TGL, we seek to introduce Tibet to the broader public through a **summer course in Tibetan culture and language**. The course will include opportunities for guest speakers from the region which promises an ‘on the ground’ perspective on Tibet’s past and present. Open to the general public, it will serve as a basic primer on Tibetan language and gateway to its culture. The course may have an option for consortium credit for GW, as well as other schools.

This application also seeks support to expand GW’s priority language instruction. Firstly, we seek support to acquire more independently produced **Asian language films** (in Chinese, Japanese and Korean) for the GW LC film library, which currently includes over 150 volumes. Films in East Asian languages play an important role in both language instruction and EAS culture classes but are hard to acquire with normal film budgets. Secondly, LC seeks support to produce online self-learning "**Language for Professionals**" tutorial modules for students to develop specialized professional communication skills in Chinese, Japanese, and Korean in fields such as business and law. EALL faculty will collaborate with GW Business and Law faculty to develop video tutorials to support student LSP (language for specific purposes) immersion. Finally, we request 6 academic-year graduate FLAS awards, and 6 summer awards for graduate and undergraduate students (for priority languages: Chinese, Japanese, and Korean).

The GW Library plays a crucial role in our capacity to expand EAS instruction and train EAS experts for a variety of careers. The new availability of digital Asian language materials provides

us with a unique opportunity to exponentially expand resources for student and faculty research. We request support for a major infusion of **digital East Asian materials** in key research areas. Such support would help leverage additional support for EAS from Library leadership, which has made the acquisition of digital collections a top priority. At the same time, GW has benefited in recent years from the donation of several major private collections of Chinese language materials—numbering over 7500 volumes—of particular importance to our graduate programs, including the new MA program in Chinese. IKS has also been augmenting the library’s strengths in Chinese and Japanese with the expansion of our Korean-language holdings. While these additions are welcome, they have not come with the necessary administrative support to catalogue the expanding collection in a timely manner. We are thus looking to the NRC support to help catalogue the new Chinese and Korean materials.

The deliberate collaborative linkages central to the design of this proposal take advantage of shared resources and maximize the impact of program elements. The number of activities proposed, however, will require additional staff. We are seeking 75% support for a new outreach coordinator position (the balance will be supported by the University), and an initial 75% support for a program coordinator (SCAS will cover the balance in each year). Finally, we also request modest support for external evaluation of the EAS-NRC program on an annual basis.

Impact: The proposal’s elements will have significant long-term effects on GW’s undergraduate, graduate, and professional training programs, as well as outreach capacity. Support for an expanded program of public events (new lecture series, Asian presenters, and web posting) will increase our outreach to the general public and specialized groups and will also build on area studies instruction for our students by adding quality experiences outside the classroom. A separate but equally key target of our outreach will be K-12 and post-secondary education.

Academic year FLAS fellowships and summer awards will enhance the capacity to recruit, support and graduate more top-notch students with language fluency prepared to succeed in EAS-related careers in education, government, and business. Taken together, these projects will greatly enhance GW's contribution to EAS expertise needed to maintain our national security and economic competitiveness and to provide a knowledge basis for global citizenship.

2. QUALITY OF STAFF RESOURCES

Faculty Members: GW has 59 full-time faculty who do substantial teaching and research in EAS, 46 of whom are tenured or tenure-track. All are highly qualified and internationally competitive, research-active, with doctorates in their teaching fields, except for 2 non-language research faculty who hold MA degrees and bring substantial professional expertise to their roles. Hiring for such positions is through rigorous and competitive national searches. Nearly all full-time faculty have strong competence in a relevant EA language. 15 have received Fulbright or Fulbright-Hays fellowships, 10 have been Fellows at the Woodrow Wilson International National Center for Scholars, and others have received significant research grants from the American Council of Learned Societies, the Carnegie Corporation of New York, the Henry Luce Foundation, the Institute for Advanced Study, the MacArthur Foundation, NEH, NSF, and the Social Science Research Council. In the last 3 years alone, this faculty collectively has published over 40 EAS-related books and over 80 refereed journal articles or book chapters.

Professional Development Opportunities: GW provides a range of professional development opportunities to faculty and staff. Junior faculty are assigned tenured faculty mentors to enhance their teaching skills and research agendas. GW generally provides \$1,200 in annual travel support to its full-time faculty, and lesser amounts for part-time faculty. Additional GW awards of up to \$5,000 are available for professional training and course development, including separate funding for online or short-term study abroad courses. New faculty also receive start-up

packages which include research funding, course releases and as appropriate, funds for research assistants. Sabbaticals with 100% of salary for one semester or 60% for one academic year are earned by tenured faculty in 7-year cycles. Since 2015, the University has provided \$800,000 per year supporting collaborative faculty projects and individual faculty summer research, awarding funds through a competitive process. SCAS has received nearly \$80,000 per year for the last 3 years from these collaborative research funds to support faculty research. EAS faculty also received over \$70,000 in similar research funding from the Elliott School in the past year. SCAS combines its own internal and external funds to support faculty research in Asia, awarding over \$200,000 in the past 3 years.

Faculty/Staff Participation in Teaching, Supervising, and Advising of Students: Faculty members teach two courses per semester and are expected to spend 20 hours per week on student advising or other teaching-related activities. Faculty also provide individualized program-specific advising based on their areas of expertise. This is generally department or program-based, with one or more lead faculty advisors depending on the size of the degree program. The faculty director of the Asian Studies Program serves as the lead advisor for Asian Studies BA and MA students, aided by a half-time program assistant.

Oversight/Center Administration: The GW EAS-NRC will be jointly administered by SCAS and IKS. The reason for this joint arrangement is that SCAS has a remit covering all of Asia, while IKS focuses on the Korean peninsula. Physically and administratively housed together, their shared academic and administrative resources comprehensively cover the entirety of East Asia. The IKS Director is chosen by, and reports to, the ESIA Dean. Directors serve for renewable 3-year terms. Likewise, the SCAS Director serves a 3-year renewable term and reports to the ESIA Dean, as well as the University Provost.

The current IKS director, and proposed NRC Principal Investigator, is Professor Jisoo M. Kim (PhD, Columbia University, History), a noted expert on gender and legal history of Chosŏn Korea. Professor Kim was awarded the 2017 James B. Palais Book Prize of Association for Asian Studies for her book *The Emotions of Justice: Gender, Status, and Legal Performance in Chosŏn Korea*. She has co-edited another book and has published 6 journal articles or book chapters. She is partnered with the SCAS Director, Professor Benjamin D. Hopkins (PhD, University of Cambridge, History), as well as the Center's Executive Director, Research Professor Deepa Ollapally (PhD, Columbia, Political Science), formerly an associate professor at Swarthmore College as well as a program officer at the United States Institute of Peace, and current head of the SCAS's Rising Powers Initiative (RPI). Professors Kim, Hopkins and Ollapally are aided by a 4-person permanent staff supporting SCAS and IKS academic and research programs and operations.

SCAS is overseen by an 8-person faculty Executive Committee. Ex officio members of the committee include the SCAS director and associate director, the IKS director, the Asian Studies Program director, and the chair of the EALL. Other committee members serve on a rotating basis and are chosen primarily to ensure diversity in terms of schools, disciplines, and geographic expertise. Gender and ethnic diversity is also taken into consideration. At present, 5 of the 8 committee members are women, and 5 belong to a minority group. Oversight for the GW EAS-NRC will continue this highly effective oversight structure, with the addition of the director of the University Library's Global Resource Center (GRC).

Non-Discriminatory Hiring Practices: Following Federal and DC law, GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial

status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense or veteran, and place of residence or business. These laws cover all programs, services, policies, and procedures of the University including admission to educational programs and employment. As of Fall 2016, 32% of EAS full-time faculty were women and 41% were minority members. SCAS and IKS staff are selected through competitive searches closely monitored by the University's Division of Human Resources and by ESIA's Finance Director. Of the 10 professional staff who have served the SCAS and IKS in the last 3 years, 7 have been women, and 4 from a minority.

3. IMPACT AND EVALUATION

Impact. EAS has a long-established position of importance within the GW community, projecting a significant impact on the nation's capital, and exerting influence that extends outward to the nation as a whole. There is a total enrollment of 7,256 undergraduate and graduate students in East Asia-related classes (language and non-language), as well as nearly 250 students enrolled annually in undergraduate or graduate programs focusing on EAS or languages (Table 3.1). With a student body drawn from nearly every US state, GW plays a major role in developing the East Asian expertise needed for informed citizenship and the management of

Table 3.1: Education Impact	
EAS Course Enrollments	
Non-Language Undergrad Courses	5,246
Non-Language Graduate Courses	415
EA Language Courses	1,595
Class Enrollment Total	7,256
EAS Students	
EAS Undergrad Majors/Minors	97
EA Language Majors/minors	88
EAS focused Graduate Students	54
Student Total	239

US foreign affairs and business. GW's impact is also strengthened by its participation in the 17-member Consortium of Universities of the Washington Metropolitan Area (including Howard University), which allows students at partner schools to enroll in GW's EAS classes.

GW's impact is evidenced by the career paths taken by its EAS graduate students. Graduates of the Asian Studies MA program in the last two years responded readily to shifting

Table 3.2: Asian Studies MA Career Data, 2016-17 Graduating Classes		
	2016	2017
Non-Profit	25%	40%
Private	8%	27%
Public	33%	20%
Further Education	8%	7%
Still Looking	8%	7%

opportunities across various sectors (Table 3.2). Many found increasing employment in the private sector, a significant number placed their talents in non-profit organizations, and an impressive 20-33% entered public/government service. Within 8 months of graduation, fully 93 percent found placement even as some continued on to further education. The contributions of GW EAS programs can also be seen in the 7 known career outcomes of the 8 EAS-focused PhD students who graduated since 2014 from our Political Science and History programs (GW's main producers of EAS PhDs): 3 gained tenure-track or full-time contract positions in higher education; 1 is working in the private sector; 1 is working for a non-profit organization; 1 is working as a postdoctoral fellow; leaving only 1 graduate still on the job market.

GW's placement demonstrates its success in Title VI competition priority areas. GW regularly ranks in the top 20 in the Chronicle of Higher Education's list of "Top US Producers of Fulbright Students" for research institutions. From 2014-18, 6 won Fulbright fellowships and 42 won David L. Boren Graduate Fellowships (6 Boren awardees were in EAS). As for public service, in 2018 21 Presidential Management Fellowship finalists applied from GW and the school ranked first among medium sized universities in students entering the Peace Corps.

GW's EAS-related public events attracted over 5,300 people attending over 100 events in AY 2016-17. According to a survey conducted in 2018 to evaluate SCAS events, 97 percent of respondents said the events they attended enhanced their own understanding of issues related to Asia, 75 percent were likely to use what they learned at the events in their own professional activities and 94 percent would recommend them to others. GW faculty are also in high demand for official training programs for military, diplomatic, and intelligence officers, speaking at over

Table 3.3: Outreach Impact	
Public Events (attendance)	5,300
Govt. Training Programs (participants)	923
Online Outreach (views)	
Websites (Sigur Center, RPI, IKS, & EALL)	162,192
<i>Asia on E St Blog</i>	55,683
Newsletters, Alerts, Reports, Briefs	34,328
Total	258,516

40 programs to over 900 participants—
making a direct contribution to national
needs. Audio versions of most public
events, and a wide range of online

endeavors increase the national impact of GW’s EAS outreach.

Equal Access: GW does not unlawfully discriminate against any person on any basis prohibited by federal law, the DC Human Rights Act, or other applicable law, including without limitation, race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity or expression. These principles cover all programs, services, policies, and procedures of the University including admission to educational programs and employment. GW has a diverse and multicultural student body that is 59.5% female and 40.5% male; and 37.2% ethnic American, 47.6% white American, and 15.1% international (from 135 countries). Students benefit from many programs enhancing equal access and supporting campus diversity. The Multicultural Student Services Center (MSSC) supports students from underrepresented groups and provides educational programs, cultural heritage celebrations and other activities and services that support an inclusive campus community. The MSSC is home to a number of student communities including Asian and Pacific Islanders, Black/African-Americans, Latinx, Native Americans, South Asians, religious/faith groups, and LGBTQIA. GW’s Office of Disability Support Services, opened in 1978, offers individualized services to those with disabilities (e.g. scholarships, readers, sign-language interpretation, adaptive/assistive technologies, and housing accommodations). The University provides \$197 million in need-based financial assistance, targeting minority and low-income students. GW is a national leader in encouraging access for low-income and minority students in study abroad programs.

Evaluation Plan: Our project evaluation plan, incorporating the performance measurement forms (PMFs) provided by the Department of Education (ED), presents performance measures for a set of five goals covering both NRC and FLAS project activities. These broad goals are:

1. Increase GW Credit and Non-Credit Learning Opportunities in East Asia Priority Languages and in Area Studies
2. Increase Student Language Proficiency in East Asia Priority Languages to Prepare Students for Careers in Areas of National Need
3. Promote Understanding of Diverse Perspectives of East Asia among K-12 Educators, Minority-Serving Institutions, and Broader Audiences
4. Increase Resources Available at GW for EAS, Including FLAS Grants
5. Increase the Supply of Specialists Contributing to Areas of National Need in EAS

The activities proposed in Section I reach across these project goals and have been formulated based on their implementation feasibility, cost-effectiveness, ability to produce measurable outcomes, and alignment with USG standards such as GPRA measures specific to the NRC and FLAS projects as well as the ED's FY 2018-22 Strategic Objectives. To facilitate comprehensive and objective performance evaluation, project activities have been allocated appropriate performance measures and project goals within the PMFs in Appendix C in collaboration with GW faculty and staff with extensive experience in performance management and evaluation. Data indicators for each proposed activity have been determined based on collaborative input from staff and faculty with backgrounds from a variety of professional and academic fields. The performance measures are designed to produce quantifiable outcome and measure-oriented data.

To enhance internal program improvement over the grant's life and external accountability to

ED, an external evaluator will regularly work with the EAS-NRC staff to implement an evaluation plan that at minimum meets industry standards for performance measurement. Questions to guide the evaluation process include, but are not limited to: (1) to what extent does the EAS-NRC contribute to the achievement of GW's enumerated project goals over the course of the grant period; (2) to what extent does the EAS-NRC provide for equal access and treatment for eligible students and other participants who are members of traditionally underrepresented groups; (3) to what extent does the EAS-NRC partner with priority institutions to deliver programming throughout the grant period; and, (4) how accurate are the performance measures in capturing project activities as well as demonstrating progression toward completion of project goals. Each of the above questions will be reflected through indicators related to the 5 goals specifically examined in the final evaluation. Additionally, EAS-NRC faculty and staff will draft and circulate an internal annual report to track progress of performance measures, utilizing the PMFs as a baseline for annual evaluations. This will provide opportunities to reflect on the progress of the project and make programmatic or structural adjustments as needed.

Appendix C comprises of PMFs for each project goal listed above. The PMFs have tentative entries for data indicators, frequency, and data sources reflecting preliminary planning of concrete data collection activities, such as designing and administering participant feedback surveys for workshops or trainings. The proposed evaluator will work with the EAS-NRC early in the grant period to populate the plans with final baseline data and annual targets, and to identify staff members responsible for routine data collection. Throughout the grant period, the evaluator will provide ongoing coaching and technical assistance to help NRC staff implement the evaluation plan (including the development and refinement of data collection tools), routinely analyze results and their implications, and make use of findings via programmatic and strategic

adjustments. The evaluator will also conduct a final, independent review of the grant activities during its last year, which may include additional data collection activities such as surveys and interviews with project stakeholders. The evaluator and EAS-NRC staff will then develop a plan for disseminating and applying evaluation results to future programming. The overall evaluation activities will benefit from the evaluator's collaboration with multiple GW area studies centers, allowing for the efficient pooling of resources and comparison of findings across grant sites.

EAS at GW has been assessed regularly through a number of institution-wide and program-specific level mechanisms. GW has a robust, staged assessment process for all academic programs. First, clear learning objectives for every course and academic program must be identified. Second, departments create assessment plans for each academic program based on these objectives, with quantifiable metrics used to measure student progress at two points during their program of study. Third, at the end of every academic year the program faculty meet to review this data and to submit plans for program improvement to School leadership. EALL's assessment plans for Chinese and Japanese language/literature majors serve as University models in this process, with general learning objectives focusing on both language proficiency and analytical skills and detailed rubrics to evaluate specific components of each objective. A more drastic example was the complete overhaul of the Asian Studies MA's program requirements done in 2016-17 to reflect goals of area studies depth, interdisciplinary perspectives, professional training, and language proficiency. This process involved student and alumni feedback on effectiveness of coursework and relevancy of degree elements, research into which academic and professional skills are most critical for student success in obtaining meaningful careers, and active consultation with affiliated staff and faculty about feasibility of proposed changes. These experiences have informed the evaluation plan in this proposal and will be useful in

implementing the NRC final evaluation.

Improved Supply of Specialists on East Asia: GW's EAS enrollments and successful career placements of students from EAS-related degree programs demonstrate that it has already significantly contributed to the production of EAS specialists for national need. Particularly noteworthy is the large number of students from our graduate programs that enter government service. GW produces a growing number of EAS-focused PhD students in core academic departments, many of whom go on to teach at other universities, multiplying the effect of their EAS education at GW. GW has also historically seen many BA and MA students use their GW experience in EAS as a foundation for successful entrance to PhD programs and successful scholarly careers.

Addressing National Needs and Informing the Public: Our contribution to the pool of EAS experts serves an important national need, and this proposal is part of our greater commitment to increase our capacity to perform this role in the future. At the same time, we reach out extensively to the public. Given our location in Washington DC and the interests of our potential audience, many of our events directly address issues of national import, with a strong focus on understanding US East Asia policy and presenting views and perceptions from East Asia. Additionally, a major focus in recent years, has been to expand our outreach to both the policy community and the general public through electronic media and online materials.

Fellowships Addressing National Needs: GW's ability to meet national needs in EAS is directly supported by \$3 million in financial support specifically targeting undergraduate or graduate students pursuing EAS-related degree programs or East Asian language study. The quality of our curriculum and our location in the nation's capital make GW also particularly effective in attracting students who see EAS and EA language study as crucial to national needs, and who in

turn seek careers where they can contribute to these needs. This is evidenced by the number of our students who pursue government careers: 24% of the FLAS recipients in our previous FLAS award (2014-18) ended up working in government and an even larger percentage (50%) have gone on to work as consultants or program officers for non-profits (such as Sasakawa Peace Foundation and the American Councils for International Education). We will focus FLAS awards on enhancing our ability to recruit students with strong career goals of this nature.

4. COMMITMENT TO SUBJECT AREA

GW annually commits \$11.6 million for the operation of EAS-related academic units, faculty salaries, research support, library staff and resources, international linkages, outreach, and student fellowships (Table 4). The University also has 20 EAS-specific endowments totaling

Table 4: GW Commitment to East Asian Studies (SCAS, IKS, EALL, CI)		
	Budget	Endowments
Operations	\$1,184,870	\$1,761,783
Faculty Salaries	\$4,973,414	\$11,322,611
Faculty Research Support*	\$398,872	\$448,400
Library	\$1,900,000	\$350,817
Outreach	\$118,250	\$186,370
EAS Student Support	\$3,070,426	\$5,035,002
TOTAL	\$11,645,832	\$18,656,583
*No EAS-specific endowment allocated to Faculty Research. This reflects GW's total commitment to these categories based on existing endowments which support faculty research. These are not included in the final total.		

\$18.6 million, for faculty positions, student awards, operations, and library resources. In addition to the University's financial support, EAS has

benefited from nearly \$3.2 million in grants and gifts to SCAS, IKS and their affiliated programs. Faculty have won awards from the Department of Education, the MacArthur Foundation, the Smith Richardson Foundation, the Literature Translation Institute of Korea, the US-Japan Friendship Commission, the Academy of Korean Studies, and the Korea, Hana, and the Japan Foundation, as well as the Henry Luce Foundation.

Operations: While general operations support for EAS can be found across the campus, specific support for EAS-related units—including SCAS, IKS, EALL, and the Confucius Institute (CI)—is almost \$1.2 million annually.

Teaching Staff: GW's provides nearly \$4.8 million annually in compensation for 59 full-time EAS faculty. (This salary figure is pro-rated according to the percentage of effort devoted to East Asia.) In addition, there are 5 endowed professorships in Japanese and Korean Studies. The University spends another \$200,000 for part-time EAS teaching faculty. In 2016-17, GW also provided \$398,872 to support EAS faculty research.

Library Resources: The University provides almost \$1,900,000 in support of East Asian resources at the Library, including salary for 1 FTE (full-time equivalent) EAS-specific staff. The East Asian Collections, which forms a core part of the Library's GRC, includes specialized holdings for China, Taiwan, Japan (including Okinawa), and Korea.

Linkages with Institutions Abroad: GW supports numerous EAS-related international programs and linkages, including 11 East Asian exchange program options, and 44 academic partners in the region: China (14), Japan (5), Korea (11), Taiwan (4), Hong Kong (5), Singapore (3), Mongolia (1), and Nepal (1). These linkages facilitate student exchanges, research collaboration, and academic programming. In-kind support assumes the form of hosting visiting scholars, with SCAS hosting 16 scholars during AY2016-17 while IKS welcomed 5 during AY2017-18 from China, Japan, Korea, and Taiwan. Likewise, EALL has hosted distinguished East Asian academics through the CCAS Dean's Global Distinguished Scholar in the Humanities chair, including the current Korean incumbent Professor Seong-kon Kim, to teach GW students.

Center Outreach Activities: GW has a vibrant EAS outreach program. During the 2016-2017 academic year alone, GW offered 101 East Asia-related public events attended by over 5,300 people. Since its establishment in October 2016, IKS also offered more than 30 public events attended by over 2000 people. The scope of these events showcases GW's wide reach and rich academic as well as professional focus for EAS. Invited speakers have included government

officials and civil society activists from East Asian countries, professors and scholars from around the world, as well as GW's own faculty. Both SCAS and IKS regularly facilitate and welcome K-12 teacher outreach. IKS organized a workshop on "Teaching about Korea in US Schools" in December 2016 attended by 100 and published an accompanying text - *A Teacher's Guide to Teaching about Korea in the US*- which was distributed to D.C. public schools. IKS also co-sponsored "Workshop for Next Generation of Teachers" in early June 2018. SCAS hosted the AAS's Committee on Teaching Asia workshop on teaching East Asia in the high school curriculum in March 2018 which welcomed approximately 50 high school teachers. Last year specific EAS-related units, such as IKS and SCAS, spent \$146,500 directly on outreach activities, with more embedded in general operations budgets across campus.

Support for Students Related to Teaching Program: During AY 2016-17, GW provided approximately \$1 million in financial aid to undergraduate students pursuing East Asia-related majors or minors. At the graduate level, in the past year \$750,000 was awarded in aid packages to PhD students in EAS and \$460,541 to MA students. GW has provided full tuition top-up on academic year FLAS awards since 2014, totaling more than \$430,000. Additionally, ESIA, SCAS and IKS provided a further \$405,515 to support undergraduate or graduate summer internships, conference travel, research, or language study in East Asia.

5. STRENGTH OF LIBRARY

Strength of Library: GW's University Libraries contains over 3.2 million volumes (including over 1.1 million e-books), subscribes to 134,129 serials (in e- and print), and provides access to 687 databases, many of which have multiple sub-databases. Its annual budget is approximately \$12 million. The Library works closely with the University to strategically align itself to support existing and emerging academic initiatives. The Library, which include Academic Technologies, the Instructional Technology Lab, University Teaching and Learning Center, Online Learning, e-

Design, and the Center for Undergraduate Fellowship and Research, opened the National Churchill Library and Center (NCL) in 2016 and the StemWorks Lab in 2017.

The Library has approximately 150,000 East Asia-related items, including 40,720 Chinese/Japanese/Korean (CJK) language items. Most GW East Asia resources are located in the Global Resource Center (GRC), which also provides access to around 16,500 CJK language print and electronic newspapers and journals and 2.68 million CJK e-books. Recently, the Library also received major donations of 6,000 Chinese-language history books and 1,500 in Chinese literature and other fields. The GRC employs 1.5 FTE librarians focusing on East Asia, supported by 1 FTE GRC employee and student assistants. The Library's annual budget includes \$288,000 in direct support for EAS and another \$385,000 to support area studies collecting more generally. The GRC also has a \$350,000 endowment to support its Taiwan collection. In FY16 and FY17, the GRC received awards of approximately \$37,000 from the Korean Foundation to support Korea-related collections processing and development, as well as \$17,500 in collections funding through IKS. The Library has received approximately \$167,000 from the Okinawa Prefectural Government over the previous three years to support the ongoing development of the Okinawa Collection/Japan Resource Center.

The GRC East Asia collection is organized around specialized resource centers for China, Taiwan, Japan, and Korea. The China Documentation Center, with over 9,000 Chinese language books and back sets of approximately 70 periodicals and newspapers, is one of the largest repositories outside of China dedicated to PRC national security and foreign affairs. It has unparalleled holdings on contemporary Chinese military affairs, along with considerable holdings on contemporary Chinese politics and the CCP. Besides a growing collection of print materials, the Taiwan Resource Center (TRC) provides access to full runs of important

newspapers, over 450 journals, and other historical materials collections through six major full-text databases. The TRC also holds the largest single collection (over 500 volumes) of “opposition” (*dangwai*) journals from 1975 to 1989 as well as the papers of noted Taiwan scholar Nancy Bernkopf Tucker. The Japan Resource Center is built around the collection of the Japan Economic Institute, a renowned non-profit research organization whose library GW acquired in 2000. In 2015, GW Libraries began a partnership with the Okinawa Prefectural Government to establish a collection within the Global Resources Center’s Japan Resource Center devoted to the study of Okinawa.

Finally, a recently established Korea Resource Center has added over 10,500 items to the collection and subscribed to eight core Korean-language databases that support active research. This collection has a strong focus on Korean culture, language and literature, international trade, and politics, with a particular emphasis on the issue of national divisions. The National Security Archive is another important EAS resource which initiates document declassification requests on US security policy issues and has published extensive collections of such material on East Asia.

Access to Collections: GW is a member of the 9-institution (including Georgetown University and Howard University) Washington Research Library Consortium (WRLC). The over 11,000 faculty members (6,526 of which are full-time) and over 100,000 FTE students of WRLC member universities have direct access to a shared catalog of over 13 million volumes, with joint borrowing privileges through the WRLC loan service. Over the last four years, the member libraries have launched initiatives to reduce duplicative collecting efforts and significantly expanded shared, common ownership of monographic publications. While this reduces the overall monographic count, it has expanded the number of unique titles available to all members. For example, rather than each library purchasing Oxford University Press print publications, one

print copy is purchased for the consortium along with one electronic version of the same title which is available to all consortium members. All electronic titles are DRM-free and licensed to include perpetual access.

GW Libraries is also one of 30 core members of the Northeast Research Library Consortium. In 2013, the WRLC and the Association of Southeastern Research Libraries signed an agreement to combine the contents of their respective print journal archives under a single retention and access agreement called “Scholars Trust.” Also participating in the program is the Florida Academic Repository, a statewide shared collection of low use print materials from academic libraries in Florida. The combined title list exceeds 14,000 journal titles and more than 300,000 volumes, making the Scholars Trust archive one of the largest print journal repositories in the United States. The University Library also participates in the Off-Campus Library Services Reciprocal Faculty Borrowing Program (with 200 other universities) and provides library access to faculty of the 123-member Association of Research Libraries. Access is also provided to local neighborhood association members, students at a public high school located on GW’s campus, and staff of nearby organizations such as the World Bank and the Woodrow Wilson International Center for Scholars. All special collections, including the East Asia collections of the GRC, are open to the public. The GRC regularly assists patrons from government agencies, think tanks, NGOs, and international and domestic academia.

6. NON-LANGUAGE INSTRUCTION PROGRAM

Extent of Course Offerings: In 2016-17, GW offered 124 separate EAS-related undergraduate and graduate courses, provided across 18 different disciplines/departments. Over 67% of these classes contain 100% EAS content, while the remaining offer 25-75% EAS content. 85-90 sections of these classes are offered each academic year, with an average of around 5,500 students per year. While the majority of these classes are offered in CCAS, EAS courses are also

offered in GW's professional schools of Business, Education, International Affairs, and Law, totaling 23 in AY 2016-17. GW's membership in the Consortium of Universities of the Washington Metropolitan Area also allows students to take advantage of numerous East Asia-related courses for credit at 17 partner universities in the Washington, DC area—while also allowing students at those universities to enroll in GW's EAS classes.

Disciplinary Depth: GW offers depth of coverage in EAS with specialized classes in a number of disciplines, most notably History, EALL, Political Science, International Affairs, and Religion

Table 6: GW Non-Language EAS Courses By Discipline/Department and Area, 2016-17						
	E. Asia	China	Japan	Korea	Taiwan	Totals
History	15	4	3	5		29
East Asian Lit/Lang	5	13	6	5	1	30
Political Science	21	5	3	3		34
Intl. Affairs	5	6			1	12
Religion	11	9				20
Business*	5	2				7
Other	3	2				5
Totals	65	41	12	13	2	137+
*Includes Business Admin., Intl. Business, & Tourism +Certain courses are cross-listed/interdisciplinary and therefore total reflected here is higher than actual total number of non-language EAS courses offered.						

(Table 6). Another indicator of this depth of coverage is the 78 EAS courses offered at the undergraduate level (serving over 5,200 students per year) and the 42 EAS courses offered at the graduate level (serving over 500 students per

year). These courses support MA/PhD students in disciplines such as History and Political Science and allow students in other advanced degree programs in GW's professional schools to specialize in East Asian aspects of their fields.

Interdisciplinary Offerings: GW's academic system offers two pathways for the provision of interdisciplinary courses. First, courses directly offered by multi- or cross-disciplinary programs are required to be interdisciplinary. Thus, all the International Affairs (IAFF) courses offered by ESIA, including courses supporting its multidisciplinary Asian Studies BA and MA Programs, are interdisciplinary. 12 such courses are offered in EAS-related topics, split between

undergraduate and graduate courses (with 4 new courses in 2016-17). These courses include: Modern Japan in War and Peace; History of North Korea; Korean Arts and Culture; and North Korean Political Economy. Of these four new courses, two (History of North Korea and Korean Arts and Culture) were created using grant funding from the Academy of Korean Studies. Second, faculty developing interdisciplinary courses are allowed to cross-list the course with other relevant disciplinary departments. There are 8 such courses with strong EAS-related content, involving cross-listing with Anthropology, EALL, International Affairs, Law, Religion, and Women's, Gender, and Sexuality Studies.

Non-Language Faculty Available for Teaching: GW has 59 full-time faculty who self-identify as having a substantial teaching/research interest in EAS, with 57 estimating this interest as equal to at least 50-100% of their efforts. Of the 57 full-time faculty, 44 are tenured or tenure-track. The teaching strength of this core faculty is supplemented in by part-time faculty. Because of its location in the nation's capital, GW is able to draw upon a wide range of local teaching talent from government, non-profits, businesses, and cultural institutions allowing it to offer timely specialized classes on various EAS-related topics taught by retired ambassadors, military analysts, leading economists, experienced linguists, and art historians. Such distinguished faculty play a particularly important role in professionally-oriented EAS classes. The ratio of full-time to part-time faculty teaching EAS-related classes varies by program, but in some key academic departments such as History and Political Science, 90% of EAS-related classes are regularly taught by full-time tenured or tenure-track faculty.

GW offers a robust program of pedagogical training for graduate teaching assistants (GTAs) where such assistants are deployed. First, the University requires a two-day training session for all new GTAs (including video-taped practice session options). For writing intensive courses

GTAs are also required to attend another two-day training on written communication, conducted by the University's Writing in the Disciplines Program. Next, new GTAs attend a two-hour training session offered by the relevant department to prepare them for the specific course they teach. Many departments have instituted a mandatory evaluation process involving early class observations by faculty and written feedback to help GTAs improve their performance. Finally, GTAs have access to the general support provided by the University Teaching Center.

7. LANGUAGE INSTRUCTIONAL PROGRAM

Foreign Language Instruction and Enrollments: GW offers instruction in Chinese, Japanese, and Korean languages through EALL, offering majors in Chinese and Japanese and minors in all 3 languages (with 37 majors and 66 minors in 2016-17). From fall 2019, undergraduate students will be able to major in Korean. AY2016-17 course enrollments in the 3 languages reached 1,595 students (Table 7). These figures do not include students who pursued study abroad in East Asia (363 students in 2016-17), many of whom are engaged in intensive language study.

Table 7: East Asian Language Enrollments, 2016-17		
Language	Majors/ Minors	Class Enrollments
Chinese	58	808
Japanese	29	494
Korean	16	293
TOTAL	103	1,595

Levels of Language Training: EALL offers 4 levels of instruction in Chinese, Japanese, and Korean. Beginning sequences are typically taken by students in their 1st year, followed by

2 Intermediate-level sequences in the 2nd and 3rd years. This language foundation culminates in a final year with Advanced conversation and composition classes in Chinese and Japanese, Advanced directed readings in all 3 languages. Classical Chinese and Japanese are also taught in one-year sequences. A pro-seminar (for 1 or 2 terms) focusing on additional advanced reading, research, and methodology is also offered for Chinese and Japanese majors. Majors also have opportunities for more specialized coursework in linguistics or other topics (such as Tang-Song poetry). A course in *Business Chinese* originally developed through GW's Title VI Center for

International Business Education and Research has gained popularity. The two 3rd-year Korean classes also focus on Business Korean. Based on these classes, Miok Pak has co-authored a textbook to be published in September 2018. GW's CI also offers non-credit intermediate and advanced level Chinese classes, targeting graduate students and local professionals.

The *Business Chinese* and *Business Korean* classes and a class on *International Proficiency in Chinese*, as well as specialized courses in Linguistics and Literature, all have strong subject content in addition to language learning. These are supplemented by non-credit topical conversation groups organized by SCAS (weekly sessions in Chinese, Japanese, and Korean) and CI. There is also regular use of East Asian language materials by graduate students in faculty-supervised Masters theses and PhD dissertations and increasingly in undergraduate senior theses (in History, Political Science, and International Affairs).

East Asian Language Faculty: EALL has made a concerted effort in the past few years to hire more full-time faculty to meet the growing demand for East Asian language instruction. Currently 80% of all language courses are taught by EALL's 11 full-time faculty (6 Chinese, 4 Japanese, and 1 Korean instructors). Beginning with the 2018-19 academic year, there will be two more full-time Korean studies faculty. Part-time faculty teach the remaining courses and aid in drill sections.

EALL language faculty have strong academic backgrounds and pedagogical experience. All of the 11 full-time faculty (and 4 of 6 part-time instructors) have doctorates in Linguistics, Literature, or Education. EALL faculty also have considerable experience with proficiency-based instruction and testing. The current chair, Shoko Hamano, is the author of several proficiency-oriented Japanese language textbooks. Along with Japanese instructor Wakana Cavanaugh, Professor Hamano received a MERLOT Award for Exemplary Online Learning Resources for

their “Visualizing Japanese Grammar” program. Takae Tsujioka directs J.LIVE Talk, which is the only nation-wide Japanese speech contest in the US. The director of EALL’s MA in Chinese Language and Culture program, Phyllis Zhang, is a recognized leader in proficiency-oriented language pedagogy, a fully certified ACTFL OPI tester since 2006, and the author of several language textbooks based on her pedagogical experience. Additionally, faculty have also received specialized pedagogical training with EALL support, taking advantage of training programs offered by GW’s LC to enhance their own pedagogical skills while others have lent their own expertise as trainers in these programs.

Quality of Language Instruction Program: The quality of the EALL faculty and its strength in pedagogical theory and practice has translated into high-caliber teaching instruction in the classroom. EALL subjects its entire curriculum to regular evaluation and improvement to ensure greater uniformity in performance-based instruction, with positive cumulative effects on student performance. EALL faculty have been particularly active in developing new proficiency-based texts and materials that incorporate computer-aided learning of real-life materials, promote deployment of various communication modes, and foster cultural understanding and competence. Early levels are team-taught so instructors have an opportunity to observe and learn best practices from each other. A range of awards validates the success of faculty efforts to integrate performance-based methods in language instruction. Professor Hamano has won the Trachtenberg Prize for Teaching Excellence, GW’s highest award for undergraduate teaching; Professors Zhang and Tsujioka have won the University’s Bender Award, which recognizes pedagogically effective teaching at undergraduate or graduate levels by either full or part-time faculty; Professor Ichiro Hanami received the Columbian College’s Kenny Award for his innovative teaching; and other members have received LC awards for language instruction

innovations.

Resources: A key asset for EALL's instruction is the GW LC, led by Ikuko Turner. The Center houses: 2 state-of-the-art classrooms equipped for specialized language teaching requirements, a computer laboratory for testing and teaching, and a walk-in lab where tutoring and self-learning take place. The LC also offers streaming of audio and visual materials. It provides faculty with digital equipment to be used in course-material creation and instruction, including laptops, video cameras, digital voice recorders, and portable projectors. The Center provides funding for professional development of part-time instructors and organizes various pedagogy workshops and proficiency assessment workshops for professors including ACTFL OPI training workshops. It also supports faculty with a platform for online placement exams and offers testing services for ESIA's proficiency requirements. Finally, the Center hosts an online language partner registration system.

Proficiency requirements: Specific proficiency-based learning objectives have been established for all East Asian language classes. Chinese and Japanese majors are expected to achieve minimum Intermediate High proficiency in reading, writing and speaking by the end of their program of study. Levels of instruction are organized around specific proficiency standards, with regular in-class assessment measuring progress toward learning objectives. Multi-level rubrics based on 2012 ACTFL standards have been developed to aid in this process. In the most recent assessment, all graduating Chinese and Japanese majors were found to have achieved the expected Intermediate High level of language proficiency or above. Further, Asian Studies MA students are required to demonstrate a minimum Intermediate High reading and speaking proficiency in an East Asian language. All take an initial proficiency tests to determine the baseline for assessment. This process is aided by Internet-based diagnostic tests in Chinese and

Japanese developed by EALL faculty. Finally, PhD students pursuing EAS-related topics are also evaluated to ensure that they have research-appropriate language proficiency.

8. QUALITY OF CURRICULUM DESIGN

Undergraduate Program: EAS is well integrated into the GW undergraduate curriculum. First, students may pursue a multidisciplinary BA major in Asian Studies, with the main focus on East Asia, within ESIA. Second, students in ESIA's sizable (nearly 2,200-student) International Affairs major also have the option of taking Asian Studies as their main 15-credit

Table 8.1: East Asian Studies Undergraduate Majors and Minors, 2016-17	
Asian Studies Majors	28
East Asian Languages & Literatures Majors	33
International Affairs Concentrations	79
East Asian Languages & Literatures Minors	48
Undergraduate Total	188

concentration. Third, undergraduates in CCAS may pursue majors or minors in Chinese or

Japanese language and literature, or a minor in Korean, through EALL. Fourth, students in all ESIA BA programs can double major (or minor) in East Asian languages, while all CCAS students may also double major in ESIA's Asian Studies program. Taken together, there were 188 majors/minors/concentrators in EAS-related undergraduate programs in 2016-17 (Table 8.1). Beyond specific degree programs, East Asian Studies courses play a major role in General Curriculum Requirements across the University and are popular options in majors such as History, Political Science, Anthropology, and Religion.

Appropriate and High-Quality Training: The EAS curriculum is designed to prepare the next generation of policymakers, diplomats, educators, and business leaders to face the challenges of today's globalized world through a better understanding of East Asian languages, culture, religion, politics, economics, and history. The high quality of instruction in EAS is best seen in the rigorous curriculum of Asian Studies and EALL majors (Table 8.2). The 39-credit Asian Studies major is designed to provide a broad multidisciplinary academic foundation preparing

students for a range of careers or more advanced study. Students in the Asian Studies major start with a common interdisciplinary foundation course (*East Asia Past and Present*), then take at least one course in Asian literature and a 6-course multi-disciplinary core in the social sciences.

Table 8.2 East Asian Studies Majors Requirements (BA)		
Major in Asian Studies (39 Credits)	Major in Chinese Language & Literature (39 cr.)	Major in Japanese Language & Literature (39 cr.)
Prerequisite: None	Prerequisite: 1 st and 2 nd year language (Chinese)	Prerequisite: 1 st and 2 nd year language (Japanese)
<u>Required Coursework - 12-18 credits</u> -East Asia Past and Present (3 cr.) -Literature in Translation (Chinese, Japanese, or Korean. 3 cr.) -Regional Foundation (Must take course about a region outside of US and Asia; 3 cr.) -Research Methods (Choose one methodology course; 3 cr.) -3rd Year Language (Chinese, Japanese, or Korean; 6 cr.)	<u>Required Language Coursework - 24 credits</u> -3rd Year Language (6 cr.) -Readings in Modern Ch. (3 cr.) -Adv'd Conv. & Comp. (3 cr.) -Classical Chinese (6 cr.) -Ch. Lit. in Translation (6 cr.)	<u>Required Coursework - 15 credits</u> -3rd Year Language (6 cr.) -Japn. Lit. in Translation (6 cr.) -Classical Japn. Language (3 cr.)
<u>Multi-Disciplinary Core – 18 credits</u> -History & Culture (9 cr.) -Political Science/Geography (6 cr.) -Economics & Development (3 cr.)	<u>Selected Courses in Ch. - 9 credits</u> -Choices in: Ch. Linguistics (3-6 cr.); Ch. Poetry (3-6 cr.); Business Ch. (3 cr.); 20th Century Ch. Literature (3-6 cr.); Directed Readings; etc. Ch. (6 cr.); Japn. (3 cr.)	<u>Selected Courses in Japn. - 18 Credits</u> -Choices in: Japn. Linguistics (3-6 cr.); Readings in Modern Japn. (3-6 cr.); Japn. Culture through Film (3 cr.); Directed Readings (3-6 cr.); etc.
<u>Related Coursework – 9 credits</u> (Three courses related to Asia from any discipline)	<u>Selected Multi-Disciplinary Courses related to China/East Asia - 6 credits</u> (Courses must be outside of Ch. Language & Literature program)	<u>Selected Multi-Disciplinary Courses Related to Japan - 6 credits</u> (Courses must be outside of Japn. Language & Literature program)

Students must also take a course to gain an understanding of a region of the world outside of Asia and the United States, as well as a course on a specific research method. Students conclude their degree with 3 additional Asian Studies elective courses from any discipline. Finally, all Asian Studies majors must demonstrate 3rd year proficiency in Chinese, Japanese, or Korean language. Nearly all Asian Studies majors also spend one semester or more in study abroad

programs in Asia.

Chinese and Japanese majors pursue a 39-credit program devoted to language and cultural proficiency (Table 8.2). All majors must complete advanced-level (4th year) study in their chosen language, coursework in classical Chinese or Japanese, and at least 2 courses in literature in translation, along with other advanced-level elective coursework (including literature in the language). The rigor of these programs is enhanced by a GW requirement that every degree program have specific learning objectives and strategies to assess their achievement. For example, Chinese majors are expected to achieve minimally Intermediate High written and oral language proficiency (beyond passing certain language classes), analyze modern literary texts within appropriate cultural, social, and historical contexts, and demonstrate analytical competency in papers written in modern Chinese. These objectives are assessed through rubrics applied to work produced by students in required classes.

Graduate Training Options for Students: GW provides extensive graduate training options in

Table 8.3 EAS Graduate Students by Program, 2016-17	
Masters	
Asian Studies	28
Intl.Affairs MA 12-credit EAS field	19
PhD	
Political Science	15
History	6
Economics	3
Public Policy	1
Strategic Management	1
TOTAL	73

EAS. First, a career-oriented multidisciplinary MA degree in Asian Studies is offered through ESIA. Students in the Asian Studies MA program may also pursue a joint degree with an MBA in International Business, a joint degree with a JD in International Law, or a dual degree

within the Global Health program of the Masters of Public Health. Second, CCAS offers an MA program in Chinese Language and Literature for students interested in deepening intellectual and cultural understanding of China. Third, graduate students in a number of Masters-level programs

may concentrate in EAS as a main field or a special focus. EAS also forms a key component of several doctoral programs, especially in Political Science, History, Economics, English, Public Policy, and Strategic Management. Presently, there are over 70 students enrolled in GW EAS-related graduate programs (Table 8.3).

Appropriate and High-Quality Training: GW's graduate programs are systematically designed to offer advanced training to prepare students for their future careers. The 40-credit MA in Asian Studies seeks to provide students with both a strong foundation in Asian Studies and flexible options to enable students to pursue careers in government, education, business, and non-profit sectors (Table 8.4). Students begin with a 9-credit Asian Studies core, with courses created specifically for the program in history, political economy, and international relations. To ensure students' familiarity with various types of research methods are commonly used in contemporary professional and academic fields, Asian Studies graduate students must also take a methods course, which ranges from quantitative and qualitative analysis training to geospatial statistics. Students then take 3 courses in a chosen thematic specialization for more in-depth investigation of contemporary Asian issues along disciplinary lines such as history, comparative politics, business and development, or culture and religion, among others. In addition to a thematic specialization, students take 3 courses in a chosen professional specialization to explore applications of Asian studies in modern career-oriented fields such as conflict resolution, public diplomacy, international security, science and technology, and public health. After supplementary elective work (including a thesis option), all students participate in a student-led capstone project where the knowledge and skills learned in the program are applied to a "real-world" issue. A majority of Asian Studies students work directly with organizations spanning the private, public, and non-profit fields. Finally, all students in the program must achieve a

minimum of Intermediate-High proficiency in an East Asian language. The 30-credit MA in

Table 8.4: East Asian Studies Degree Requirements (MA)	
MA in Asian Studies (40 credits)	MA in Chinese Language and Culture (30-33 credits)
<u>Core Courses – 9 credits</u> -History, Memory and Violence in Modern Asia (3 cr.) -International Relations of Asia (3 cr.) -Political Economy of Industrializing Asia (3 cr.)	<u>Courses for Language Proficiency – 3 credits max.</u> -All students must achieve advanced proficiency in modern Chinese -Determined first through an entrance exam. Those that pass the exam receive language course waiver. Those who do not must take a language course approved by program director/advisor
<u>Methods Course – 3 credits</u> -Students select one methods course from a list of approved courses (3 cr.)	<u>Core Courses – 18 credits min.</u> -Courses must be in Chinese language and literature offered by the East Asian Languages & Literatures Department.
<u>Thematic Specialization – 9 credits</u> -Choose to take 3 courses from one of the following specializations: 1. History of Modern Asia 2. Politics and Policy in Asia 3. International Relations of Asia 4. Asian Business and Development 5. Culture, Art, and Religions of Asia	<u>Related Courses from Other Programs – 9 credits max.</u> -Up to 9 credits of related electives from other programs, such as history, international affairs, or education, may be taken with pre-approval from the program director.
<u>Professional Specialization – 9 credits</u> -Choose to take 3 courses one of the following specializations: 1. Conflict and Conflict Resolution 2. Global Communication and	<u>Independent Study – 1-3 credits</u> -Up to 3 credits of independent study may be applied to the degree. Pre-approval by the program director required.
	<u>Thesis Option – 3 credits</u> -Thesis option must be pre-approved by the program director.

Chinese Language and Literature also combines academic and profession-relevant coursework.

Students in this program first complete courses in advanced reading, composition, and conversation in modern Chinese. They then take at least 18 credits of coursework in Chinese literature and linguistics. Students follow this with up to 9 credits of relevant coursework from other programs, such as history, religion, or courses offered by the School of Education on language teaching. Students also have the option to pursue an independent study or a thesis as part of the degree program. EAS is also integrated into other degree programs with specific

discipline-based coursework on East Asia, with appropriate language requirements (e.g. students in PhD programs with an East Asia focus are required to have research-level proficiency in an East Asian language).

Academic and Career Advising: GW students have access to a multilayered advising architecture, including professional, faculty, and peer advising. Each school has professional advisors to aid their students with general academic and career advising. ESIA provides Asian Studies BA and MA students access to 9 undergraduate and 4 graduate professional advisors in. At minimum, students meet with their assigned advisors at the beginning of their studies, and later to confirm their plan of study; further meetings are encouraged at different points in the student's progress. Programs and departments also offer appropriate faculty advising. Specific academic advising for the Asian Studies program is provided by a faculty program director, with whom students are required to discuss any major changes in their plans of study, as well as additional assistance from the director of SCAS. Students with specific interests are also directed to relevant East Asia faculty for individual mentoring. All ESIA undergraduate students also have access to a system of peer advisors, while undergraduate and graduate students in Asian Studies are also aided by a program assistant. Additional advising is provided by specialized University offices, including the Center for Career Services, Counseling Office, and Study Abroad Office. Each professional school also provides specialized career services for their students. Asian Studies graduate students have access to the Elliott School's 7-person Graduate Student Services Office that maintains job listings, hosts career fairs, and provides personalized career advising. SCAS also fills a special role for all students with East Asian interests by collecting and distributing information on Asia-related activities, language study programs, fellowships, internships, and career opportunities.

Study Abroad: Study in East Asia by GW students is firmly grounded in a strong study abroad academic culture. Over 41% of all GW undergraduates have some study abroad experience. GW's Study Abroad Office offers more than 370 approved one-year or semester programs in over 60 countries. These programs include 42 special GW Exchange Partners in 25 countries and an extensive number of collaborations with 29 provider programs (such as CET, CIEE, IES, etc.). Students may petition to attend programs organized by other universities but not on GW's approved list if the quality of the program can be confirmed and the student has a strong academic rationale for the program.

GW has 11 Exchange Partner Programs for undergraduates in East Asia (4 in Korea, 3 in Hong Kong, 3 in Japan, and 1 in Taiwan), as well as 32 approved programs in East Asia with allied provider programs. Beyond general University-approved programs, a number of GW's professional schools have specific exchange agreements with East Asian partners. ESIA has one-semester graduate study programs with Ewha Women's University (Korea), Fudan University (China), Waseda University (Japan), and the University of Hong Kong. The School also received support from the Freeman Foundation that provided \$189,000 this past year to support students seeking internships in East Asia. The Engineering School has an endowed exchange program that sends 8-10 undergraduates to Korea University each year. The School of Business also has one-semester programs with Fudan, Korea University, and Taiwan's National Chengchi University, as well as a number of short-term courses offered in East Asia on topics. Finally, the Medical School has clinical rotation or internship arrangements with partner medical colleges in China, Japan, and Korea. Additionally, since 2017 IKS has offered a two-week summer study abroad program which sends 13-15 undergraduate and graduate students to Korea, allowing them to visit various professional sites. As a result of these numerous opportunities, 363 GW students

studied in East Asia in 2016-17 is, nearly 18% of the total number of students studying abroad.

GW is specifically committed to increasing diversity of the study abroad student population. GW's Study Abroad Office offers a robust program of information sessions and advising that includes a strong emphasis on increasing access and providing resources for underrepresented populations and students with special needs (disabilities, race, religion, LGBT, women, etc.). GW also participates in organizations designed to facilitate diversity in study abroad, such as the Diversity Abroad Network and the Association of International Educators, where one former GW professor of international affairs serves as the executive director and chief executive officer.

9. OUTREACH ACTIVITIES

GW's EAS faculty and programs are engaged in a wide range of outreach activities, which serve the needs of both the campus and broader Washington area (Table 9). This outreach includes the extensive offering of public events hosted by various centers and institutes at GW, such as SCAS, IKS, EALL, CI and the Textile Museum, that reach the wider DC community and serve as extracurricular resources benefiting GW students. Altogether, GW offered 101 EAS-related events during the 2016-17 academic year, including numerous lectures, multi-presenter seminars, and over 20 multi-panel conferences. Presenters in these events came from a wide variety of academic and professional backgrounds, including GW faculty, practitioners from various non-governmental organizations, and officials from the US government as well as from countries throughout East Asia. As University-level research institutes, SCAS and IKS actively collaborate with faculty, departments, and Schools across the campus in organizing or co-sponsoring public events. Given GW's DC location, ESIA faculty are most strongly represented, but Business School faculty are also frequent panel participants. EALL faculty play a leading role in events focusing on the humanities. The Milken Institute School of Public Health and Law School faculty have additionally organized lectures and events. There is even a collaborative program

with GW's Dance Department featuring a Taiwanese choreographer that also involved an

Table 9: EAS Outreach Statistics (2016-2017)		
	Number	Audience
Public Events	101	5,390
Govt. Training Programs	44	923
Online Materials		Views
-Sigur Center Website		43,494
-Rising Powers Initiative (RPI)* Website		18,406
-GW Institute for Korean Studies Website		13,119
-Columbian College EALL Website		47,193
-GW Confucius Institute Website		39,980
- <i>Asia on E St Blog</i> (general commentary & information on grants, internships, events, etc.)		55,683
- <i>Asia Report</i> (Synopsis of high-profile events)	1	988
- <i>Asian Connection</i> (Sigur Center biennial newsletter)	1	3,748
- <i>Policy Alerts</i> (RPI-produced bimonthly news roundups; directed at foreign policymakers & media)	21	31,183
<i>Policy Briefs/Reports</i> (RPI-produced analysis of foreign policy debates in Asia)	2	2,157
*The Rising Powers Initiative is the Sigur Center's signature research program on Asia's rising and aspiring powers		

exchange of GW students going to Taiwan for dance studies.

As the academic home for Asian Studies at GW, SCAS holds numerous events each year on various topics related to EAS with speakers from a wide variety of academic and professional backgrounds. In the 2016-17 academic year alone, SCAS held 44

events attended by over 2,300 people. These included: the annual US-Taiwan Digital Economy Forum; a roundtable on Taiwan-Latin America relations; a lecture on Taiwan's path to marriage equality featuring a prominent Taiwanese social activist; an event on Taiwanese literature in translation co-sponsored with EALL and the Taiwan Academy; a conference featuring the governor of the Okinawa Prefecture; and numerous book launches by GW EAS faculty. Lastly, SCAS co-sponsored 17 events academic with think tank organizations, such as the National Bureau for Asian Research and the East-West Center, the GW Library, the DC Mayor's Office

on Asian and Pacific Islander Affairs, and with GW student groups such as the Organization of Asian Studies.

SCAS and its affiliated programs expand this impact through various online means and strategies. Over a third of EAS-related public events are made available in audio versions on the SCAS and IKS websites. Synopses of major events are emailed out as “Asia Reports” to select audiences; this has been stepped up in 2017-18 with 6 already published. SCAS digital outreach strategy also includes other resources provided on its website - a blog (“Asia on E Street”) that provides information on DC public events and Asia-related academic and professional opportunities; a biennial newsletter (*The Asia Connection*) that describes events held by SCAS each semester as well as highlights notable endeavors pursued by GW students, faculty, and alumni; and different length digital publications written for specialized audiences, including “Policy Alerts,” “Policy Briefs/Commentaries,” and “Policy Reports.” SCAS’s *Rising Powers Initiative* which focuses on East Asia is an increasingly important vehicle for outreach, with its website placing 8th on a Google search (Feb 8, 2018) between National Bureau of Asian Research and *Foreign Affairs*, and articles ranking as high as 5th worldwide. Visitors to the site come from 135 countries and all 50 states. Digital outreach is facilitated by collective email lists which allow targeting of specific groups such as current students (by program), alumni, faculty, media, policymakers, and audiences interested in specific Asian countries. SCAS also works closely with other centers and institutes with which it co-sponsors events on its electronic outreach, and coordinates with the Elliott School’s Public Affairs staff and GW Central to ensure that public events reach as wide and cross-sectional an audience as possible.

SCAS’s outreach efforts are complemented by those of IKS. Chartered in October 2016, IKS has sponsored or co-sponsored over 30 public events attended by over 2000 people since

December 2016. These have included: an inaugural conference focusing on “Korean humanities and the Korean diaspora,” an annual signature conference, a Korean Studies workshop, a Korean literature essay contest, a lecture series, a Soh Jaipil Circle on Contemporary Korean Affairs series targeting academics and young professionals and the annual Hahn Moo Sook Colloquium in the Korean Humanities. The only academic forum providing a venue for Korean humanities in the DC area, the Colloquium has been co-sponsored by various organizations within and beyond GW, including SCAS, the Korean Embassy, the Smithsonian Institution, and other DC universities. Finally, IKS works together with the Korean International Studies Organization (KISO), a student group, to sponsor events related to Korea targeting student and young professional audiences. Based on this past success, the Institute plans to sponsor or co-sponsor 10-12 events per year in future with an estimated total audience of 1,000 people.

CCAS and EALL have also increased outreach activities significantly during the last few years. CCAS has partnered with CI annually to host the Jiangsu Cup Chinese Speech Contest for college students in the greater Washington Metropolitan area. Additionally, EALL and LC have run the highly successful J-LIVE (Japanese Learning Inspired Vision and Engagement) Talk program, a college level Japanese speech competition that encourages participants to build engaging presentations that make use of audio-visual materials and audience interactions. EALL recently inaugurated the Young-Key Kim Renaud East Asian Humanities Lecture Series to bring specialists in East Asian humanities to encourage cross-disciplinary discussions. This series held four events during AY2016-17 with over 250 attendees on topics such as comparative semantics of English and Chinese languages.

Elementary and Secondary Schools: GW has strong K-12 outreach through a number of its units. At the request of the DC Public School (DCPS) system, Taoran Sun, the CCAS director of

Global Initiatives organized GW expertise to participate in two orientations for students preparing to travel to China. East Asian experts also participated in the DCPS' World Language Festival, the Carlos Rosario International Public Charter School's Asian Spring Festival, Eliot Hine Middle School's International Fair, and Phelps High School's Culture Day. The past year, GW's CI also organized its 3rd annual Symposium on Teaching Chinese as a Second Language.

SCAS coordinates with other DC and national organizations to hold events oriented toward K-12 students and educators. SCAS has worked with organizations such as the Osgood Center for International Studies to bring high school and college students to DC and host Model United Nations conferences, career development seminars, and site visits. SCAS hosted the 2018 Association for Asian Studies' Committee for Teaching Asia K-12 workshop. Additionally, SCAS provides various resources on its website for K-12 students and educators. For students, SCAS lists extensive information about scholarships, extracurricular groups and activities, and library resources both at GW and in DC more broadly. For educators, SCAS provides information on media resources, curriculum development guides, educational exchange programs, and links to other organizations that could advise K-12 educators on how to best utilize teaching resources and techniques. An online Database of books and articles relevant for analyzing foreign policy thinking on East Asia created by the SCAS's RPI is also available as an open source for students and teachers.

Complementing this, IKS organized a workshop and published a guide on "Teaching about Korea in US Schools". Further, individual EAS faculty members participated in numerous outreach activities. For example, Japanese professor Leo Hanami cooperates with the Mid-Atlantic Association of Teaching of Japanese to judge a haiku poetry competition for students of Japanese in DC metropolitan area middle and high schools. This proposal harnesses these

institutional and individual resources into collaborative projects with other area studies centers to produce EAS-related class materials, organize summer teacher workshops, and expand the impact of faculty expertise through Skype-mediated presentations to K-12 schools.

Postsecondary Education: GW's numerous public events consistently draw large numbers of postsecondary faculty and students from the greater DC region, while the frequent participation of faculty from other universities in these events facilitates collaborative exchanges. Individual GW faculty have organized activities focused specifically on engaging university and college teachers. SCAS and IKS have an established track record of outreach to faculty from other universities and colleges. Through their visiting scholars programs, both SCAS and IKS have welcomed academics, journalists and government officials from both the US and overseas. In the past, SCAS has welcomed and received applications from faculty at HBCUs, foreign Fulbright recipients, Korean Army officers and officials from the Taiwanese Ministry of Foreign Affairs. Likewise, IKS has welcomed visiting scholars heralding from a broad range of backgrounds, including academia, media, and government. The visiting scholar program has created a large alumni network giving GW's EAS an extended reach, both domestically and internationally.

EAS faculty have consistently reached out not only to post-secondary faculty, but to students as well. For instance, Gregg Brazinsky, professor of US-Asian relations, is one of three GW faculty in a Cold War History group that offers an annual workshop for PhD students from around the country on how to use archival resources and conduct research in Asia. Numerous EAS faculty also travel to present their research findings at other universities and professional conferences, such as the Association of Asian Studies. They are also invited to be external examiners; one faculty member recently served in this role at American University for a PhD student working on Chinese statebuilding and governance. RPI's Database has attracted

considerable attention from postsecondary faculty and students. The database currently boasts 6,234 entries and was used 1,127 times in 2017. Augmenting all this is the fact that many EAS faculty serve as chief or associate editors of a number of high profile academic journals, including *Modern Asian Studies*, *Journal of Korean Studies* and *Critical Asian Studies*.

Lastly, SCAS continues to partner with external organizations to provide postsecondary students with educational and professional development opportunities. With the National Committee on US-China Relations, SCAS has helped organize its annual US Foreign Policy Colloquium for 14 years now, gathering nearly 100 undergraduate and graduate level Chinese students for a multi-day symposium on the US foreign policy establishment which features site visits to US Congress and other federal agencies as well as inviting government officials and field experts, including GW faculty, to speak with students in seminars and workshops. SCAS recently partnered with the US-China Strong Foundation to host its China Careers Summit, attended by over 100 US and international undergraduate and graduate students interested in Asia-related careers for a multi-day symposium of professional and educational development workshops. SCAS strives to continue expanding linkages with local and national organizations that provide learning opportunities for postsecondary education students.

Business, Media, Government, and the General Public: Outreach by GW EAS faculty to business, media, government and the general public takes many forms:

- All these groups are part of the target audience for the SCAS's extensive program of public events. SCAS has also organized its electronic announcements of these events to focus on specific groups depending on the topic of the event. According to a survey conducted by SCAS in April 2018, 10% of the respondents indicated their profession as business, with another 10% indicating government affiliation. Another major area of strength, given GW's

location in the nation's capital, is participation by individual faculty in training programs for government officials, military staff, diplomats, and intelligence officers. In the last year, EAS faculty from History, Political Science and International Affairs gave a total of 22 presentations at the State Department's Foreign Service Institute alone. EAS faculty also gave presentations for the Capitol Hill Club, CIA, the Joint Counterintelligence Training Academy, the Mansfield Foundation (in a program for policymakers), the National Defense University, the State Department, and US Pacific Command. In addition to presentations, the Rising Powers Initiative, housed in the SCAS, produces fortnightly "Policy Alerts" which are sent to the media and to the staffs of policy makers on Capitol Hill.

- To reach a broader policy audience, EAS faculty have given lectures in collaboration with influential think-tanks and non-profits, such as the Asia Foundation, Asia Society, the Brookings Institution, the Carnegie Endowment for International Peace, the National Bureau of Asian Research, the National Committee on US-China Relations, the Sasakawa Peace Foundation, the Taiwan Foundation, the US China Policy Foundation, and the Woodrow Wilson International Center for Scholars.
- SCAS and IKS continue to regularly welcome visiting scholars from East Asia who come from government, media and think tank sectors. SCAS has MOUs to annually host 2 visiting scholars from the Taiwanese Ministry of Foreign Affairs and 3 from the Republic of Korea Army. In addition to these formalized relationships, both SCAS and IKS receive a significant volume of applicants from non-academic sectors for their visiting scholar programs.
- Programs housed within the SCAS, particularly the Tibet Governance Lab and Partnerships for International Strategies in Asia (PISA), are specifically geared towards outreach beyond the academic sector. The TGL has hosted a number of conferences and events which include

government officials, activists and stakeholders from China and Tibet. Likewise, PISA regularly welcomes and works with delegations and partners from across Asia which include government, NGO and private sector representatives.

- GW's EAS faculty also have a strong media presence, appearing on CNN, PBS, NPR, BBC, VOA, and Radio Free Asia among others. In the last year, GW EAS faculty have been frequently cited or referenced in national and international media, including *The Wall Street Journal*, *Business Week*, *China Daily*, and *Taipei Times*. Faculty op-eds have recently appeared in *The Wall Street Journal*, *National Interest*, *Japan Times*, and *Deutsche Welle*.
- Finally, EAS faculty have offered their services to organizations serving the broader public, including docent training for museums, classes at the Smithsonian Associate's Campus on the Mall, and even Asia programs for seniors in area retirement communities.

10. FLAS AWARDEE SELECTION PROCEDURES

The GW EAS-NRC will be seeking 6 academic year (AY) FLAS awards for graduate students and 6 summer FLAS awards for undergraduate and graduate students.

Award Administration: The University's Office of Graduate Student Assistantships and Fellowships (OGSAF) will oversee the administration of all FLAS fellowships, with integral participation from the NRC. As an office solely devoted to the administration of fellowships across the university, OGSAF would bring its long experience to this task, including oversight of previous EAS and International Affairs FLAS awards at GW. While working primarily with graduate awards, OGSAF also handles other combined award programs, so for consistent management it will also oversee both graduate and undergraduate summer FLAS awards.

Advertisement: OGSAF applies a rigorous approach to advertising awards that ensures a diverse, university-wide pool of applicants. OGSAF will publicize FLAS awards throughout the year via its popular website, providing a simple and accessible resource for incoming and current GW

students. OGSAF will also disseminate the competition announcement through student listservs, newsletters, at study-abroad fairs, and via national fellowship websites. FLAS information will also be included in ESIA recruiting materials, and other relevant University programs will be encouraged to do the same. The NRC will also distribute the competition announcement via email to all professional schools, specific program and department chairs, all NRC faculty, academic advisors, the GW Language Center, and GW student language clubs, as well as to students in Chinese, Japanese and Korean language classes. OGSAF and the NRC will also hold information sessions and provide personalized student assistance on all aspects of the application process, including informing students on how their expected family contribution (EFC) and the FAFSA are used to assess a student's financial need for competitive preference. Students will be advised up front that grants are subject to language performance testing and post-award follow-up to improve long-term metrics evaluation.

Selection Process Timeline (Table 10.1): Advertising for both AY graduate awards and

Table 10.1: FLAS Selection Timeline (AY & Summer)	
Ongoing	Candidate recruitment
Oct.	Competition announced
Jan-Feb.	Application deadline
Mid Feb.	Evaluation committee designated
Late Feb.	Committee convenes to review apps
Early Mar.	Final decision on awardees
Mid Mar.	Notification letters sent

Summer awards will be carried out simultaneously each year through the fall and into mid-February. AY deadlines will be linked to graduate degree program deadlines; Summer award deadlines will be

set for mid-February. OGSAF will review all applications to ensure they are complete, then distribute them to the FLAS selection committee. After selections are made, notifications will be sent out in March in time for matriculation decisions by incoming students (for AY awards) and to provide sufficient time for summer awardees to make study plans.

Relation to Announced Priorities: The University is acutely aware of its responsibility to award

FLAS fellowships in line with national interests and FLAS priorities. The NRC will use FLAS awards strategically to increase expertise in critical less-commonly taught languages and to link this expertise to needs in education, government and business. On one hand, this means focusing on increasing language proficiency at intermediate or higher levels. On the other hand, this means promoting links between language and career objectives. At the same time, we will meet both announced competitive priorities. First, the selection criteria shall give preference when awarding fellowships to undergraduate and graduate students who demonstrate financial need . Second, 100% of all fellowships conferred will be awarded for priority languages as identified by the US Department of Education--specifically Chinese, Japanese and Korean . The University will cover tuition charges that exceed the AY FLAS allowance, up to 20 credits, enabling students to fully focus on language acquisition and areas studies training.

Student Application Process: Interested students will submit the application materials outlined on Table 10.2. Through these materials, students will provide information on academic

Table 10.2: FLAS Application Materials	
<ul style="list-style-type: none"> • Transcripts • GRE/LSAT/GMAT (if Grad.) or SAT (if Undergraduate) scores • Statement of purpose • Resume • 2 letters of recommendation, one from a language instructor • FAFSA (to assess need) • Description of language program to be attended (summer awards only) 	<p>achievement and previous language study, address the relevance of their target language to their academic</p>

and professional goals, and submit information detailing their financial status, including the FAFSA, by the application deadline. Applicants for AY awards will be asked to present evidence of a planned program of study combining area studies with language learning (at intermediate or above levels); summer award applicants will also provide information on their proposed language program (including program brochures or website links) to insure it meets intensive language study objectives.

Selection Procedure: OGSAF will appoint an interdisciplinary selection committee for FLAS fellowships, which will be chaired by the OGSAF director. Committee membership (which will change annually) will include least three qualified faculty members with significant expertise in international studies, language instruction, or international fellowship programs. At least two GW schools will be represented on this committee, including at least one language instructor and one faculty member from a professional school. Committee members will be briefed on FLAS priorities and regulations prior to application review, and will rank all applicants, including alternates, based on the established selection criteria.

Selection criteria: Applicants must be US citizens who are enrolled in suitable degree programs,

Table 10.3: FLAS Selection Criteria
<i>Required:</i>
<ul style="list-style-type: none"> •AY: Program includes lang. & area studies • Sum: Intensive language program
<i>General</i>
<ul style="list-style-type: none"> • Strong academic merit • Target priority language (Chin., Jpn., Kor.)
<i>High Priority</i>
<ul style="list-style-type: none"> • Demonstrated financial need • Career goal in higher educ, govt., professions • Lang./areas studies link to career goals • Target advanced level language instruction
<i>Low Priority</i>
<ul style="list-style-type: none"> • Already near fluency in language • Target beginning language

with a focus on linking language proficiency in the NRC's priority languages (Chinese, Japanese, Korean) to career goals in education, government or business. As shown in Table 10.3, all applicants will be evaluated on the basis of academic merit and achievement, but preference will be given to candidates who demonstrate

financial need as outlined in section 608(a) of the HEA and in §657.3 and as shown in the applicant's FAFSA. Priority will be given to applicants seeking to achieve or build advanced proficiency.

11. PRIORITIES

Competitive Priority 1: Collaboration with Minority Serving Institutions: GW has a collaborative relationship with Howard University (an HBCU) through the Consortium of Universities of the Washington Metropolitan Area and the WRLC, enabling Howard students to register for GW EAS classes and provides access to GW's EAS library materials. This proposal

seeks to substantively expand our HBCU collaboration through the relationship with Spelman College. The Spelman collaboration is designed as a template which we intend to expand to other HBCUs with EAS interests identified as potential partners.

Competitive Priority 2: Collaborative Activities with Teacher Education Programs: EAS at GW already has targeted activities for and collaborates with Teacher Education Programs. Both SCAS and IKS hosted teaching training conferences during the past AY; EALL regularly hosts pedagogy workshops for language training. Multiple faculty members have authored and disseminated teacher resources. The proposed NRC will build on these activities, expanding our collaborative linkages through the K-12 outreach program which includes workshops, curriculum design and multiple web-based teaching resources. Additionally, it will support Chinese language-specific teaching methodologies seminar.

FLAS Competitive Priority 1: As with our current FLAS funding, this proposal will continue to make financial need a preferred criterion for academic year and summer FLAS award selection and will make this objective clear in its recruiting process to both graduates and undergraduates. The University's OGSAF has agreed to continue to work with the EAS-NRC to manage these awards, and to insure a process supporting this criterion.

FLAS Competitive Priority 2: 100% of the FLAS awards connected to the EAS-NRC will be made in priority languages: Chinese, Japanese, or Korean.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☐ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$276,493 Year 2: \$251,690 Year 3: \$246,184 Year 4: \$237,767

FLAS Request

Year 1: \$243,000 Year 2: \$243,000 Year 3: \$243,000 Year 4: \$243,000

Type of Applicant

- ☐ Single institution George Washington University
- ☐ Consortium of institutions
 - ☐ Lead _____
 - ☐ Partner 1 _____
 - ☐ Partner 2 _____
 - ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Chinese, Japanese, Korean

LIST OF ACRONYMS

AAS	Association for Asian Studies
ACTFL	American Council on the Teaching of Foreign Languages
ASERL	Association of Southeastern Research Libraries
AY	Academic Year
CI	Confucius Institute
CCAS	Columbian College of Arts and Science
DCPS	Washington DC Public Schools
DRM	Digital rights management
EA	East Asian
EALL	Department of East Asian Languages and Literatures
EAS	East Asian Studies
ED	U.S. Department of Education
EFC	Expected family contributions
ESIA	Elliott School of International Affairs
FAFSA	Free Application for Federal Student Aid
FLARE	Florida Academy Repository
FLAS	Foreign Language and Area Studies Program
FTE	Full-time equivalent
FY	Fiscal Year
GPRA	Government Performance and Results Act
GRC	Global Resource Center
GTA	Graduate teaching assistant
GW	The George Washington University

HBCU	Historically Black College or University
HEA	Higher Education Act
IAFF	International Affairs courses
IKS	Institute for Korean Studies
J.LIVE	Japanese Learning Inspired Vision and Engagement
JRC	Japan Resource Center
LC	Language Center
LGBTQIA	Lesbian/Gay/Bisexual/Transgender/Queer/Intersex/Asexual
MAATJ	Mid-Atlantic Association of Teachers of Japanese
MES	Middle East Studies
MSSC	Multicultural Student Services Center
NCL	National Churchill Library and Center
NEH	National Endowment for the Humanities
NGO	Non-governmental organization
NRC	National Resource Center
NSA	National Security Archives
NSF	National Science Foundation
OCLC	Off-Campus Library Services
OGSAF	Office of Graduate Student Assistantships & Fellowships
OPI	Oral Proficiency Interview
PISA	Partnerships for International Strategies in Asia
PMF	Performance Measurement Form
PRC	People's Republic of China

RPI	Rising Powers Initiative
SCAS	Sigur Center for Asian Studies
TGL	Tibet Governance Lab
TRC	Taiwan Resource Center
WRLC	Washington Research Library Consortium

THE GEORGE WASHINGTON UNIVERSITY, EAST ASIA NRC

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Information to Meet HEA Statutory Requirements

An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs:

The East Asian Studies (EAS) activities proposed in this narrative are designed to reflect diverse perspectives through an instrumental focus on interdisciplinarity. Various university-wide initiatives, such as the components of the President's Council on Diversity and Inclusion (including the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion Initiatives, and the GW Tutoring Initiative) ensure that the composition of GW's student body and faculty roster represent a range of backgrounds and ideational commitments. Within EAS at GW, events and initiatives are planned by rotating faculty members, staff, and review panels. This process ensures the participation of faculty from across the university. Diversity is an intentional component of the design of institutional events and outreach programs, which are frequently convened as panel-style events to accommodate diverse approaches and foster critical dialogue. For example, inter-Korean relations and China-Taiwan cross-Strait relations are two sets of issues with national, regional, and global importance that feature at times intense divisions of thought within academic, policymaking, and research communities. These two issues were the subject of several recent public panels and presentations given to broad audiences composed of academics and students, local activists, government officials, and policymakers reflecting a range of viewpoints. Our public lecture events also give attendees – consistently from a wide range of academic and professional backgrounds – opportunities to provide their observations and questions to speakers. This in turn enables our programming and public lectures to generate in-depth, informed, critical, and open debates recognizing diverse perspectives on international affairs and world regions.

A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and non-profit sectors:

EAS NRC endeavors to increase the supply of specialists on East Asia through a mixture of comprehensive curriculum and professional development. Nearly a quarter of EAS FLAS recipients in our previous award pursued careers in government upon graduation, and an even larger proportion (fully half) pursued careers in non-profit organizations with equity in East Asia. GW EAS receives nearly \$3.2 million in grants and gifts to support graduate and undergraduate EAS degrees and language learning opportunities. GW ranks among the top 20 research institutions in the number of Fulbright Student, top three in the number of Presidential Management Fellowship finalists, and top five among medium-sized universities in the number of students entering the Peace Corps. GW also won 42 David L. Boren Graduate Fellowships

from 2014-18 (six awardees were in EAS). GW's Center for Civic Engagement and the Center for Career Services work together to support government service by providing service-related work and volunteer opportunities and employing full-time career coaches dedicated specifically to assisting graduates in pursuing employment with the US Government. EAS also has its own internal alumni programming that brings GW EAS alumni every year in a variety of public lectures, professional development panels, and industry-specific open houses focused on public sector careers. By coordinating with the Graduate School of Education and Human Development in producing K-12 curricula modules on East Asia, promoting language and coursework that links regional area studies with professional programs such as business, medicine and law, EAS helps meet the need for area studies expertise in government, education, business, and nonprofit sectors.

Additionally, government officials and researchers often solicit advice on East Asian affairs from our faculty, who regularly provide expert testimony and briefings to government committees and officials, and advise on policy. In 2016-2017 alone, GW EAS faculty spoke at over 40 government training programs to over 900 participants – most of whom being U.S. Foreign Service Officers – displaying an example of the direct impact GW EAS faculty have on areas of national need and government service. Since 2008, the Elliott School has operated a large National Security Studies Program for senior military officers at the Department of Defense, and the career center provides preparatory classes and materials for the State Department Foreign Service exam. Since 2015 the Security Policy Studies program has operated the Foreign Area Officer (FAO) Regional Skill Sustainment Initiative, which provides short-term seminars for FAOs to ensure they have up-to-date knowledge of thematic security issues and regional area studies knowledge. Our EAS faculty are regularly involved in such programs; a recent example is the Sigur Center Associate Director briefing military and diplomatic officials at USINDOPACOM earlier this year.

Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
Accountancy												
ACCY	6900	Exploring Small Business in China	Zhang	100	3	Spr		19			✓	
Art History/Fine Arts												
AH	2190	East Asian Art	Grube, Francoeur	100	3	Spr	24		28		✓	
AH	3181	Asian Textiles in Context	McKnight Sethi	50	3	Spr	10				✓	
Anthropology												
ANTH	3709	Japanese Culture Through Film	Yasuda, Hanami	100	3	Fall/Spr	9		9		✓	
Business/Management (GW School of Business)												
IBUS	3001	Intro-International Business	Helm, Kim, Pierce	25	3	Fall/Spr	374		445		✓	
IBUS	3101	Global Financial Environment	Rehman, Wang, Park, Click	25	3	Fall/Spr	179		186		✓	
IBUS	3301	International Business Finance	Park, Ayyagari, Click, Pierce	25	3	Fall/Spr	65		45		✓	
IBUS	4302	International Banking	Park, Pierce	25	3	Fall	26		24		✓	
IBUS	4900	China and Global Economy	Wang	100	3	Spr			18			
East Asian Languages and Literatures: Chinese, Japanese, Korean												
CHIN	1001	Beginning Chinese I	Zhang	100	4	Fall	66		63		✓	
CHIN	1002	Beginning Chinese II	Zhang	100	4	Spr	54		82		✓	
CHIN	2003	Intermediate Chinese I	Wei	100	4	Fall	44		44		✓	
CHIN	2004	Intermediate Chinese II	Wei	100	4	Spr	40		35		✓	
CHIN	3105	Intermediate Chinese III	Zhang, Wei	100	3	Fall	63		52		✓	
CHIN	3106	Intermediate Chinese IV	Wei, Zhou, Wei	100	3	Spr	35		46		✓	
CHIN	3109	Intro to Classical Chinese	Chaves	100	3	Fall	13		11		✓	
CHIN	3110	Intro to Classical Chinese	Chaves	100	3	Spr	9		10		✓	
CHIN	3111	Chinese Lit in Translation	Chaves	100	3	Fall	40		34		✓	
CHIN	3112	Chinese Lit in Translation	Chaves	100	3	Spr	35		33		✓	
CHIN	3123	Intro to Chinese Linguistics	Zhang	100	3	Fall			12			
CHIN	3124	Intro to Chinese Linguistics	Dong	100	3	Spr	14		12		✓	
CHIN	3136W	Chinese Women in Myth, Lit, Film	Chen	100	3	Fall/Spr	25		33		✓	
CHIN	3162	Chinese Culture Through Film	Yang	100	3	Fall/Spr	77		61		✓	
CHIN	3163	Taiwanese Literature and Film	Chen	100	3	Spr	15		15		✓	

"W" =Writing in the Disciplines Course

Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
CHIN	3171	Poetry of Tang and Song Period	Chaves	100	3	Fall	15		13		✓	
CHIN	3172	Poetry of Tang and Song Period	Chaves	100	3	Spr	12		10		✓	
CHIN	3173	Chinese Drama and Theatre	Chen	100	3	Fall	15		14		✓	
CHIN	3841	Religion in Modern China	Kang	100	3	Spr			5			
CHIN	4107	Readings in Modern Chinese I	Zhang, Zhou	100	3	Fall	18		15		✓	
CHIN	4108	Readings in Modern Chinese II	Dong, Zhou	100	3	Spr	12		6		✓	
CHIN	4119W	Business Chinese	Zhou	100	3	Spr			19			
CHIN	4121W	Adv Conversation & Composition I	Chen, Zhou	100	3	Fall	28		12		✓	
CHIN	4180W	20th C Chinese Literature	Zhou	100	3	Spr	14				✓	
CHIN	4185	Directed Reading I	Chen	100	3	Fall	1				✓	
CHIN	4199	Proseminar	Chaves	100	3	Spr	2				✓	
CHIN	6109	Intro to Classical Chinese I	Chaves	100	3	Fall				5		
CHIN	6110	Intro to Classical Chinese II	Chaves	100	3	Spr		4		1		✓
CHIN	6112	Chinese Lit in Translation	Chaves	100	3	Spr		1		1		✓
CHIN	6123	Intro to Chinese Linguistics I	Zhang	100	3	Fall				4		
CHIN	6125	History of Chinese Lang.	Dong	100	3	Spr		5		2		✓
CHIN	6171	Poetry of Tang and Song Period	Chaves	100	3	Fall		4				✓
CHIN	6172	Poetry of Tang and Song Period	Chaves	100	3	Spr		3		1		✓
CHIN	6173	Chinese Drama and Theatre	Chen	100	3	Fall		4				✓
CHIN	6199	Graduate Seminar	Chaves, Chen	100	3	Fall				7		
CHIN	6210	Intro to Teaching Chin Lang	Zhang	100	3	Spr				6		
CHIN	6841	Religion in Modern China	Kang	100	3	Spr				3		
CHIN	6998	Thesis Research	Zhang	100	3	Fall				2		
EALL	2802	Intro to Chinese Religions	Kang	100	3	Fall			4		✓	
EALL	3811	Confucian Literature in East Asia	Kang	100	3	Fall/Spr	9		2		✓	
EALL	3814	Religion & Philosophy: E. Asia	Kang	100	3	Spr	9				✓	
EALL	3831	Daoism in East Asia	Kang	100	3	Spr	4				✓	
EALL	3881	Women Gender Religion in China	Kang	100	3	Fall			3			
EALL	6832	Myth Ritual Popular Religion China	Kang	100	3	Fall		4			✓	

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Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
EALL	6881	Women, Gender, Religion in China	Kang	100	3	Fall				1		
JAPN	1001	Beginning Japanese I	Hamano, Hillman	100	4	Fall	60		57		✓	
JAPN	1002	Beginning Japanese II	Hillman	100	4	Spr	37		47		✓	
JAPN	2003	Intermediate Japanese I	Tsujioka	100	4	Fall	27		23		✓	
JAPN	2004	Intermediate Japanese II	Tsujioka	100	4	Spr	21		23		✓	
JAPN	3105	Intermediate Japanese III	Yasuda, Hamano	100	3	Fall	15		19		✓	
JAPN	3106	Intermediate Japanese IV	Hamano, Tsujioka	100	3	Spr	16		20		✓	
JAPN	3111	Japanese Lit in Translation	Hanami	100	3	Fall	30		22		✓	
JAPN	3112	Japanese Lit in Translation	Hanami	100	3	Spr	30				✓	
JAPN	3123	Intro Japanese Linguistics I	Hamano	100	3	Fall	8		7		✓	
JAPN	3124	Intro Japanese Linguistics II	Tsujioka, Hamano	100	3	Spr	13		13		✓	
JAPN	3132	Tale of Genji: Love & Politics	Hanami	100	3	Spr	19				✓	
JAPN	3162	Japanese Culture Through Film	Hanami, Yasuda	100	3	Fall/Spr/Sum	66		29		✓	
JAPN	4108	Readings in Modern Japanese II	Hamano	100	3	Spr			3			
JAPN	4109	Intro-Bungo, Literary Japanese	Hanami, Hanami	100	3	Fall	14		8		✓	
JAPN	4121W	Adv Conversation & Composition I	Tsujioka, Tsujioka	100	3	Fall	8		13		✓	
JAPN	4122W	Adv Conversation & Composition II	Tsujioka, Tsujioka	100	3	Spr	9		6		✓	
JAPN	4185	Directed Reading I	Hamano, Hanami, Yasuda	100	3	Fall	4		4		✓	
JAPN	4186	Directed Reading II	Hamano, Hanami, Yasuda	100	3	Spr	16		2		✓	
JAPN	4198	Japanese Proseminar	Hanami	100	3	Fall	5		9		✓	
KOR	1001	Beginning Korean I	Pak, Pak	100	4	Fall	31		39		✓	
KOR	1002	Beginning Korean II	Pak	100	4	Spr	23		28		✓	
KOR	2003	Intermediate Korean I	Kang	100	4	Fall	13		16		✓	
KOR	2004	Intermediate Korean II	Kang	100	4	Spr	10		11		✓	
KOR	3105	Intermediate Korean III	Pak, Kang	100	3	Fall	12		15		✓	
KOR	3106	Intermediate Korean IV	Kang, Pak	100	3	Spr	11		15		✓	
KOR	3112	Korean Lit in Translation II	Kim	100	3	Spr	20		16		✓	
KOR	3123	Intro to Korean Linguistics	Pak	100	3	Fall	13		15		✓	
KOR	3124	Intro to Korean Linguistics	Pak	100	3	Spr	16				✓	

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Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
KOR	3162	Korean Culture through Film	Kim	100	3	Fall/Spr	34		63		✓	
KOR	3190	Korean Arts and Culture	Lee	100	3	Spr			20		✓	
KOR	4107	Readings in Modern Korean I	Kang	100	3	Fall	17		13		✓	
KOR	4108	Readings in Modern Korean II	Kang	100	3	Spr	16		8		✓	
Economics												
ECON	2169	Intro-Economy of the PRC	Dunaway, Pelzman	100	3	Fall	41		37			
ECON	2180	Survey of Int'l Economics	Terrell, Ouatarra, Leon, Suranovic, Moore	25	3	Fall/Spr/Sum	555		520			
ECON	2198	East Asian Economies	Lincoln	100	3	Spr	40		35		✓	
ECON	6269	Economy of China	Cynkin	100	3	Spr		15				✓
Education (Graduate School of Education and Human Development)												
EDUC	6602	Educ & Modernization in EastAsia	Lee	100	3	Fall				14		
EDUC	6630	International Experiences-Japan	Madden,	100	3	Fall		11		9		✓
EDUC	6650	Educ & National Development	Williams	25	3	Fall				20		
English												
ENGL	1710W	Postcolonial Lit & Film I	Daiya	50	3	Sum	9				✓	
ENGL	6560	Postcolonialism	Daiya	25	3	Spr		14		16		✓
Geography												
GEOG	6250	Geog Perspectives in Development	Atia	25	3	Spr				9		
History												
HIST	2001	History of North Korea	Person	100	3	Spr			29			
HIST	2001	Modern Japan in War and Peace	Yang	100	3	Spr			32			
HIST	2340	US Diplomatic History	Howard	25	3	Sum	51				✓	
HIST	2340W	US Diplomatic History	Brazinsky, Hershberg	25	3	Fall/Spr	492		498		✓	
HIST	3001W	Cold War in the Third World	Brazinsky	50	3	Fall			16			
HIST	3001W	World Wars of the 20th Century	Long	25	3	Fall			16			
HIST	3001W	Comparative Colonialism Asia/Africa	McHale	50	3	Spr	16				✓	
HIST	3035	US & Wars in Indochina, 1945-75	Spector	100	3	Fall	54				✓	
HIST	3045	Int'l History of the Cold War	Hershberg	25	3	Fall/Sum	37		41		✓	

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Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
HIST	3047W	Writing Cold War History	Thornton	25	3	Fall	15		12		✓	
HIST	3601	History of North Korea	Person	100	3	Spr	28				✓	
HIST	3601	Issues of Human Rights in Korean Hist	Kim	100	3	Fall			7			
HIST	3601	Vietnam: Colonialism, War, Rev.	McHale	100	3	Fall			4			
HIST	3601	World War II in Asia Pacific	Yang, Spector	100	3	Fall	28		32		✓	
HIST	3611	History of Modern China	McCord	100	3	Fall	39		39		✓	
HIST	3614W	Writing Modern Chinese History	Thornton	100	3	Spr	15		16		✓	
HIST	3621	History of Modern Japan	Yang, Chamberlain	100	3	Fall/Spr	24		25		✓	
HIST	6051	Re-thinking Cold War History	Hershberg	25	3	Spr		8		14		✓
HIST	6301	U.S. / Asian Relations	Brazinsky	100	3	Fall				8		
HIST	6330	Modern U.S. Foreign Policy	Hershberg	25	3	Fall		12		10		✓
HIST	6601	Asia:History Memory Violence	Yang	100	3	Fall		15				✓
HIST	6601	China-Japan Relations in Hist.	Chamberlain	100	3	Fall				8		
HIST	6602	Asia:History Memory Violence	Hopkins	100	3	Spr				15		✓
HIST	6610	Rdg Sem: Late Imperial China	McCord	100	3	Fall				7		
HIST	6611	Reading Sem:20th Century China	McCord	100	3	Spr		11		8		✓
HIST	6625	Japan's Empire & Its Legacies	Yang	100	3	Spr		10				✓
HIST	6630	Colloquium on Modern Korean Hist	Kim	100	3	Spr				5		
Honors												
HONR	2054	Buddhist Philosphy	Aviv	50	3	Spr	8				✓	
International Affairs (Elliott School of International Affairs)												
IAFF	2091	East Asia-Past and Present	Sutter	100	3	Fall	80		80		✓	
IAFF	2190W	US-Asia: Critical Issues	Sutter	100	3	Spr	18		25		✓	
IAFF	3182	China's Rise and Implications	Sutter	100	3	Fall	30		30		✓	
IAFF	3186	US China Relations	Sutter	100	3	Spr	38		36		✓	
IAFF	3190	China and Africa	Shinn, Shinn	100	3	Fall	20		25		✓	
IAFF	6118	Rising China and Africa	Shinn	100	3	Spr		20		20		✓
IAFF	6151	Environmental Policy	Kelsey	25	3	Spr		18		18		✓
IAFF	6186	The Chinese Military	Henley	100	3	Spr		21		17		✓

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Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
IAFF	6198	21st C. Trade: Issues & Strategy	Aaronson	25	3	Fall		19				✓
IAFF	6302	Taiwan: Internal Develp & ForPol	Sutter	100	3	Fall		10		16		✓
IAFF	6318	Chinese Business Law	Clarke	100	3	Fall/Spr		3		1		✓
IAFF	6318	Law of the People's Repub/Chin	Clarke	100	3	Fall		3		1		✓
IAFF	6504	Intermed Proficiency--Chinese	Yang	100	1	Spr		6		7		✓
Law (GW Law School)												
LAW	6543	Law of the People's Repub/Chin	Clarke	100	3	Fall		17		3		✓
LAW	6549	Chinese Business Law	Clarke	100	2	Fall/Spr		9		20		✓
Political Science												
PSC	1001	Intro to Comparative Politics	Morgan, Teitelbaum, Aslam, Stradiotto, Baucayannis, Dickson, Pertner, Tutunji	25	3	Fall/Spr/Sum	1117		1109		✓	
PSC	1001W	Intro to Comparative Politics	Morgan	25	3	Spr	44		44		✓	
PSC	1003	Intro-International Politics	Stein, Downes, Dean, Olson, Stoil, Fischer, Mikhail, Allendoerfer	25	3	Fall/Spr	575		581		✓	
PSC	2368	Politics in the Two Koreas	Arrington, Hwang	100	3	Fall	39		44		✓	
PSC	2371	Politics & Foreign Policy of China	Shambaugh, Dickson	100	3	Spr	47		45		✓	
PSC	2374	Politics & Foreign Policy of Japan	Mochizuki	100	3	Spr	45		44		✓	
PSC	2439	International Political Econ	Gertz, Victor, Kaplan, Victor, Gertz, Hiebert	25	3	Fall/Spr/Sum	146		91		✓	
PSC	2440	Theories of Intern'tl Politics	Dickson	25	3	Fall/Spr/Sum	198		180		✓	
PSC	2446	U.S. Foreign Policy	Burns, Saunders	25	3	Fall/Spr	85		132		✓	
PSC	2475	International Relations-E Asia	Mochizuki	100	3	Fall	44		45		✓	
PSC	2993	Vietnam Post-War	Bowie	100	3	Fall	14		8		✓	
PSC	3192W	Protest & Participation in E.Asia	Arrington	100	3	Spr	13				✓	
PSC	3192W	Political Econ-Developing Areas	Bowie	25	3	v					✓	
PSC	3192W	Korean Politics	Arrington	100	3	Fall	8				✓	
PSC	6346	U.S. Foreign Policy-Making	Wells	25	3	Fall		9		19		✓
PSC	6347	U.S. Foreign Policy	Nau	25	3	Spr		13				✓
PSC	6368	Japanese Politics & ForeignPolicy	Mochizuki	100	3	Spr		18		7		✓

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Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
PSC	6370	Politics of China I	Dickson	100	3	Fall		14		14		✓
PSC	6372	Chinese Foreign Policy	Shambaugh	100	3	Fall		16		19		✓
PSC	6373	Pol. Economy of Indust. Asia	Bowie	100	3	Fall		5		18		✓
PSC	6374	Korean Politics	Arrington	100	3	Fall		3				✓
PSC	6388	Vietnam Post War	Bowie	100	3	Fall		1				✓
PSC	6388	Politics & Policy in Asia	Teitelbaum	75	3	Fall		12				✓
PSC	6388	State & Society in E. Asia	Arrington	100	3	Spr		13				✓
PSC	6439	Internat'l Political Economy	Dean, Mitchell	25	3	Spr		22		16		✓
PSC	6467	Asian Security	Mochizuki	100	3	Fall		18		19		✓
PSC	6475	Internatnl Politics-East Asia	Shambaugh	100	3	Fall		19		18		✓
PSC	6489	US China Relations	Shambaugh	100	3	Fall				9		
PSC	8331	Advanced Theories Comp Politics	Ziegfeld,	25	3	Fall		4		8		✓
PSC	8441	Advncd Theories-Intl Reltns	Stein, Barnett	25	3	Fall		5		6		✓
Public Health (Milliken Institute School of Public Health)												
PUBH	2116	Global Delivery/Health Systems	Sorel	25	3	Fall	30		28		✓	
Religion												
REL	1003	Intro to World Religions	Koukios, Malone-France, Wood, Hebbar	25	3	Fall/Spr/Sum	151		160		✓	
REL	2601	Buddhism	Aviv	50	3	Fall	15				✓	
REL	2802	Intro to Chinese Religions	Kang	100	3	Fall			7			
REL	2811	Confucian Lit in East Asia	Kang	100	3	Fall	10		21		✓	
REL	2814	Religion & Philosophy E. Asia	Kang	100	3	Spr	18				✓	
REL	2922	Ethics and World Religions	Koukios	25	3	Spr	23		25		✓	
REL	3614	Buddhist Philosophy	Aviv	50	3	Spr	11				✓	
REL	3831	Daoism in East Asia	Kang	100	3	Spr	13				✓	
REL	3832	Myth, Ritual&Pop Rel in China	Kang	100	3	Fall	6				✓	
REL	3841	Religion in Modern China	Kang	100	3	Spr			2			
REL	3881	Women Gender Religion in China	Kang	100	3	Fall			7			
REL	3990	Buddhist Ethics	Aviv	100	3	Fall			11			

Appendix A: International Studies Courses at the George Washington University

Disc.	Crse #	Course Title	Instructor	% EAS	Units	Term	Enrollments					
							2016-17		2017-18		2018-19	
							UG	Gr	UG	Gr	UG	Gr
Tourism Studies												
TSTD	6220	International Hotel Management	Yu	25	3	Fall		21		27		✓
Women/Gender Studies												
WGSS	3136W	Chinese Women in Literature	Chen	100	3	Fall	17		12		✓	
WGSS	3881	Women Gender Religion in China	Kang	100	3	Fall			2			

U/G TOTALS

YEAR TOTALS

6277	419	6118	459
	6696		6577

Appendix B:

East Asian Studies Faculty and Staff Bio-Data

INDEX (by Department/Discipline)

ANTHROPOLOGY

GRINKER, Roy R.	Full-time, Tenured, 25% EAS
KUIPERS, Joel	Full-time, Tenured, 40% EAS
ROBERTS, Sean	Full-time, Tenure track, 50% EAS
SHEPHERD, Robert	Full-time, Non-tenure track, 50% EAS

ART HISTORY (Corcoran School of the Arts & Design)

FRANCOEUR, Susanne	Part-time, 30% EAS
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DECISION SCIENCES (GW Business School)

KWAK, Young Hoon	Full-time, Tenured, 25% EAS
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EAST ASIAN LANGUAGES AND LITERATURES

CAVANAUGH, Wakana	Part-time, 100% EAS
CHAVES, Jonathan	Full-time, Tenured, 100% EAS
CHEN, Liana	Full-time, Contractual, 100% EAS
DONG, Hongyuan	Full-time, Tenure track, 100% EAS
HAMANO, Shoko	Full-time, Tenured, 100% EAS
HANAMI, Ichiro L.	Full-time, Contract faculty, 100% EAS
HILLMAN, Kyoko	Part-time, 100% EAS
KANG, Yunkyoung	Part-time, 100% EAS
KIM, Eunice Yookyung	Part-time, 100% EAS
KIM-RENAUD, Young-Key	Full-time, Tenured, 100% EAS
NIITSU, Setsuko	Part-time, 100% EAS
PAK, Miok	Full-time, Tenure track, 100% EAS
TSAO, Alvin	Part-time, 100% EAS
TSUJIOKA, Takae	Full-time, Non-tenure track, 100% EAS
WEI, Miaochun	Full-time, Non-tenure track, 100% EAS
YANG, Chen	Part-time, 100% EAS
YASUDA, Anri	Full-time, Tenure track, 100% EAS
ZHANG, Hang	Full-time, Tenure track, 100% EAS
ZHANG, Phyllis	Full-time, Tenure track, 100% EAS
ZHOU, Qingming	Part-time, 100% EAS

ECONOMICS

CHEN, Xiaoyang (Maggie)	Full-time, Tenured, 50% EAS
SURANOVIC, Steven	Full-time, Tenured, 25% EAS

EDUCATION (Graduate School of Education and Human Development)

WILLIAMS, James	Full-time, Tenured, 30% EAS
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ENGLISH

CHU, Patricia	Full-time, Tenured, 50% EAS
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JOUBIN, Alexa Alice Full-time, Tenured, 30% EAS

HISTORY

BRAZINSKY, Gregg Full-time, Tenured, 100% EAS
KIM, Jisoo Full-time, Tenure track, 100% EAS
MCCORD, Edward Full-time, Tenured, 100% EAS
MCHALE, Shawn Full-time, Tenured, 50% EAS
SPECTOR, Ronald Full-time, Tenured, 40% EAS
THORNTON, Richard Full-time, Tenured, 40% EAS
YANG, Daqing Full-time, Tenured, 100% EAS

INTERNATIONAL AFFAIRS (Elliott School of International Affairs)

ETZIONI, Amitai Full-time, 25% EAS
HENLEY, Lonnie Part-time, 100% EAS
OLLAPALLY, Deepa Full-time, Non-tenure track, 50% EAS
PEYROUSE, Sebastian Full-time, Non-tenure track, 25% EAS
RABGEY, Tashi Part-time, Non-tenure track, 90% EAS
SHINN, David Part-time, 50% EAS
SUTTER, Robert Full-time, Non-tenure track, 90% EAS
YARR, Linda Full-time, Non-tenure track, 75% EAS

INTERNATIONAL BUSINESS (GW Business School)

CHENG, Joseph Full-time, Tenured, 25% EAS
LEIPZIGER, Danny Full-time, Non-tenure track, 25% EAS
PARK, Yoon-shik Full-time, Tenured, 50% EAS
PHENE, Anupama Full-time, Tenured, 30% EAS
WEINER, Robert Full-time, Tenured, 25% EAS
YANG, Jiawen Full-time, Tenured, 70% EAS

LAW GW (Law School)

CLARKE, Donald Full-time, Tenured, 75% EAS

MARKETING (GW Business School)

MADDOX, Lynda Full-time, Tenured, 40% EAS

MEDIA AND PUBLIC AFFAIRS (School of Media & Public Affairs)

STEELE, Janet Full-time, Tenured, 60% EAS

POLITICAL SCIENCE

ARRINGTON, Celeste Full-time, Tenure track, 100% EAS
BALLA, Steven Full-time, Tenured, 25% EAS
BOWIE, Aladair Full-time, Tenured, 40% EAS
DICKSON, Bruce Full-time, Tenured, 50% EAS
KAPLAN, Stephen Full-time, Tenured, 25% EAS
MOCHIZUKI, Mike Full-time, Tenured, 100% EAS
NAU, Henry Full-time, Tenured, 25% EAS
SHAMBAUGH, David Full-time, Tenured, 100% EAS

PUBLIC HEALTH (Milken Institute School of Public Health)

HUANG, Cheng Full-time, Tenure track, 50% EAS
URETSKY, Elanah Full-time, Tenure track, 25% EAS

WALDMAN, Ronald

Full-time, Tenured, 25% EAS

RELIGION

AVIV, Eyal

Full-time, Non-tenure track, 50% EAS

KANG, Xiaofei

Full-time, Tenure track, 100% EAS

THEATER AND DANCE (Corcoran School of the Arts & Design)

BURGESS, Dana Tai-Soon

Full-time, Tenured, 25% EAS

TOURISM (GW Business School)

YU, Liang (Larry)

Full-time, Tenured, 25% EAS

STAFF

GRINBERG, Miriam

HADDOCK, Richard

HE, Yan

MROCH, Molly

MYALI, ROSE MARIE

SATO, Mitsuyo

SUN, Taoran

YANG, Ann Y.

East Asian Studies Faculty and Staff Bio-Data

(Language Key: 1 - Elementary proficiency; 2 - Limited working proficiency; 3 - Professional working proficiency; 4 - Full professional proficiency; 5 - Native or bilingual proficiency)

Celeste ARRINGTON

Title, Department: Korea Foundation Assistant Professor of Political Science and International Affairs, Political Science Department

Tenure Status: Tenure Track

Education: Ph.D., University of California, Berkeley, 2010; M.Phil., University of Cambridge; B.A., Princeton University

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Comparative politics, South Korea, Japan, North Korea, state-society relations, law and society, social movements, media and politics, Northeast Asian security

Select Courses Taught: PSC 2368 Politics in the Two Koreas, PSC 6374 Korean Politics, PSC 3192 Protest and Participation in East Asia, PSC 6388 States and Societies in East Asia

Foreign Language Competence: Korean (4), Japanese (4), German (4), French (4)

Academic and Institutional Experience: 2011-12 **Institute for Advanced Study**—*Ginny and Robert Loughlin Founders' Circle Member*, School of Social Science, Princeton, NJ; 2010 – 11 **Harvard University**—*Advanced Research Fellow*, Program on U.S.-Japan Relations, Weatherhead Center for International Affairs; 2008 – 2009 **University of Tokyo**, *Visiting Research Fellow* Institute of Social Science

Overseas Experience: Fieldwork in South Korea and Japan (ranging from 1 month to 1 year): 2007, 2008-09, 2012, 2013, 2014, 2015, 2016; **Visiting Research Fellow, Institute of Social Science**—University of Tokyo (2008-09); **Inter-University Center for Japanese Language Studies**—Yokohama, Japan (2006); **Yonsei University, Korean Language Institute**—Summer Special Program (2005); **Public Affairs Intern, U.S. Embassy in Tokyo, Japan**—Tokyo American Center (TAC) (2001); **Princeton in Ishikawa, Japan**—Japanese Language Program (2000)

Select Publications: *Accidental Activists: Victim Movements and Government Accountability in Japan and South Korea*. Cornell University Press, 2016. "The Access Paradox: Media Environment Diversity and Coverage of Activist Groups in Japan and Korea." *Journal of East Asian Studies*. Forthcoming. "Leprosy, Legal Mobilization, and the Public Sphere in Japan and South Korea." *Law & Society Review* 48:3 (2014): 563-593. "The Abductions Issue in Japan and South Korea: Ten Years after Pyongyang's Admission." *International Journal of Korean Studies* 17:2 (2013): 108-139. "The Politics of NGOs and Democratic Governance in South Korea and Japan," (with Lee Sook-Jong). *Pacific Focus* 23:1 (2008): 75-96. "Democratization and Changing Anti-American Sentiments in South Korea," (with Oh Chang Hun). *Asian Survey* 47:2 (2007): 327-350.

Distinctions: Association for Korean Studies, 5-year grant—core faculty member of GW-IKS 2016; SOAR Faculty Research Fund, Elliott School—The George Washington University 2016; Korea Foundation Field Research Fellowship (declined) 2016; University Facilitating Fund—The George Washington University 2015 -16; Summer Research Grant, Sigur Center for Asian Studies—GWU 2015 Policy Research Scholar, GWIPP—GWU 2013-14; Summer Research Grant, Sigur Center for Asian Studies—GWU 2013; Member of Cohort I, U.S.-Korea Scholar-Policymaker Nexus—Mansfield Foundation 2013 – 2015; Summer Research Grant, Sigur Center for Asian Studies—GWU 2012; Member of Cohort II, U.S.-Japan Network for the Future Program—Mansfield Foundation 2012 – 2014

Number of dissertations/theses supervised in past five years: 2 Ph.D., dissertations, 3 M.A., theses, 2 UG theses

Eyal AVIV

Title, Department: Assistant Professor of Honors, Religious Studies and International Affairs

Tenure Status: Full-time, non-tenure track

Education: Ph.D., Harvard University, 2008; M.A. Hebrew University, 2001; B.A., Hebrew University, 1997

Percent of Time Relevant to Program: 90%

Research and Teaching Specialization: East Asian Religions, Buddhism

Select Courses Taught: Daoism, East Asian Religion and Philosophy, East Asian Buddhism, Buddhist Philosophy.

Foreign Language Competence: Hebrew (5), Chinese (4), Japanese (3), Sanskrit (2), French (2), Tibetan (1), German (1)

Select Publications: “A Well-Reasoned Dharma: Buddhist Logic in Republican China.” *Journal of Chinese Buddhist Studies*. 28 (2015); “Ouyang Jingwu: From Yogācāra scholasticism to Soteriology” in *Transforming Consciousness: The Intellectual Reception of Yogācāra Thought in Modern China*, edited by John Makeham, Oxford Univ. Press, 2014; “The Root that Nourishes the Branches: The *Yogācārabhūti*’s Role in 20th Century Chinese Scholastic Buddhism,” in “The Foundation for Yoga Practitioners: The Buddhist Yogācārabhūmi Treatise and Its Adaptation in India, East Asia, and Tibet,” edited by Ulrich Timme Kragh, Cambridge: Harvard Oriental Series 75, published by The Department of South Asian Studies, distributed by Harvard Univ. Press, 2013; “Ambitions and Negotiations: The Growing Role of Laity in 20th Century Chinese Buddhism,” *Journal of the Oxford Centre of Buddhist Studies*, Vol. 1, (2011); “Turning a Deaf Ear to Dharma? The Theory of Srutavasana and the Debate About the Nature of the Hearing and Mind in 20th Century China,” in Lin Chen-kuo, Gong Jun, Yao Zhihua (eds.), *Critical Review of Buddhist Studies in Chinese* (Shanghai guji chubanshe, 2009).

Steven BALLA

Title, Department: Associate Professor of Political Science, Public Policy and Public Administration, and International Affairs

Tenure Status: Tenured

Education: Ph.D., Duke University, 1995; M.A., Duke University, 1992; B.A., Franklin and Marshall College, 1989

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Chinese politics

Select Courses Taught: Scope and Methods in Political Science (required for ESIA undergraduates)

Foreign Language Competence: Mandarin (3)

Academic and Institutional Experience: Fulbright Scholar, Peking University, Beijing (2008-2009), Fulbright Scholar, Nankai University, Tianjin (2015-2016)

Overseas Experience: 3 years living in China

Select Publications: "Government Consultation and Political Participation on the Chinese Internet," in *China's Contested Internet*, ed. Guobin Yang, Copenhagen, DK: NAIS Press, 2015; "Information Technology, Political Participation, and the Evolution of Chinese Policymaking," *Journal of Contemporary China*, Vol. 21, Issue 76 (July 2012); "Health System Reform and Citizen Feedback on the Chinese Internet," *China Information*, Vol. 28, No. 2, 2014; "Online Consultation and Citizen Feedback in Chinese Policymaking," With Zhou Liao, *Journal of Current Chinese Affairs*, Vol. 42, No. 3 (2014).

Number of dissertations/theses supervised in past five years: 5

Alasdair BOWIE

Title, Department: Associate Professor of Political Science and International Affairs, Political Science Department

Tenure Status: Tenured

Education: Ph.D., Univ. of California, Berkeley, 1989; M.P.A. Princeton Univ., 1982; M.A., Univ. of Auckland, 1980; B.A., Univ. of Auckland, 1978

Percent of Time Relevant to Program: 40%

Research and Teaching Specialization: Comparative political economy, development, East and Southeast Asia

Select Courses Taught: Comparative Politics of Southeast Asia; Vietnam Post War; Politics of Industrialization: East/Southeast Asia and Latin America; Political Economy of Industrializing Asia

Foreign Language Competence: Indonesian (3), Vietnamese (1), French (1)

Academic and Institutional Experience: Woodrow Wilson Fellow, Woodrow Wilson International Center for Scholars, 2004-05; Assistant Professor, Department of Politics, The Catholic Univ. of America, 1989-93; Visiting Assistant Professor, Department of Government, Cornell Univ., 1989

Overseas Experience: Visiting Fellow, The Habibie Center, Jakarta, Indonesia, 2011-12; Fulbright U.S. Scholar (research), Vietnam, 2010-11; Fulbright Scholar, Vietnam, 2010-11; Visiting Scholar, Vietnam Institute of Economics, Vietnam Academy of Social Sciences, Hanoi, Vietnam, 2003-04, 2011

Select Publications: *Crossing the Industrial Divide: State, Society, and the Politics of Economic Transformation in Malaysia* (Columbia Univ. Press, 1991); co-author, *The Politics of Open Economies: Indonesia, Malaysia, the Philippines and Thailand* (coauthor Danny Unger) (Cambridge Univ. Press, 1997).

Distinctions: Grant, USINDO, 2011-12; CIBER Grant, The George Washington Univ., 2010; Faculty Incentive Grant, Department of Political Science, The George Washington Univ., 2008-09; Sumitro Fellowship and USINDO Travel Grant, United States-Indonesia Society, 2004; Grant, Henry J. Luce Foundation, 2003-04

Gregg BRAZINSKY

Title, Department: Associate Professor of History and International Affairs
Tenure Status: Tenured
Education: Associate Professor History and International Affairs, History Department
Tenure Status: Tenured
Education: Ph.D., Cornell University, 2002; M.A. University of Wisconsin-Madison, 1996; B.A., Amherst College, 1994
Percent of Time Relevant to Program: 100%
Research and Teaching Specializations: U.S. Foreign Policy, China, Korea, Cold War.
Select Courses Taught: History 2340: U.S. Foreign Policy in the Twentieth Century; History 3301: The Cold War in Asia; History 2605: The Cold War in the Third World; History 6001: U.S.-Asian Relations
Foreign Language Competence: Korean (4), Chinese (3), Japanese (1)
Academic and Institutional Experience: Fellow, Woodrow Wilson Center for International Scholars, 2010-2011; Kluge Fellow, Library of Congress, 2003-2004; Fellow, Eisenhower World Affairs Institute, 1998-1999
Overseas Experience: Fulbright in Korea 1999-2000; multiple trips to China and Korea for research
Select Publications: *Winning the Third World: Sino American Rivalry during the Cold War* (Chapel Hill: UNC Press, 2017); *Showcasing the Chinese Version of Modernity in Africa* (CWIHP Working Paper Series).
Distinctions: Kluge Fellowship from the Library of Congress, Smith Richardson Foundation junior faculty fellowship; Woodrow Wilson Center Fellow
Number of dissertations/theses supervised in past five years: 2 in progress

Dana Tai Soon BURGESS

Title, Department: Professor of Dance, Theatre and Dance Department
Tenure Status: Tenured
Education: M.F.A., Dance, George Washington University, 1991
Percent of Time Relevant to Program: 25%
Research and Teaching Specializations: Dance
Select Courses Taught: Understanding the Dance
Foreign Language Competence: Spanish (4)
Academic and Institutional Experience: 2 Senior Fulbright Awards, Peru
Overseas Experience: 25 State Department Envoy and Cultural Ambassador Assignments; teaching at the Kiror and Hamburg Ballets; taught, lectured and performed in Surinam, Egypt, Israel, Jordan, Korea, China, India, Pakistan, Mongolia, Venezuela, Germany, Latvia, Ecuador, Panama, Mexico, Peru, Cambodia.
Choreography: His works *Revenant Elegy*, *Homage*, *Confluence*, etc. have been performed in many venues including the National Gallery of Art, Kennedy Center, and U.N. Headquarters (among others). His work, *The Nightingale* toured 70 US cities.
Distinctions: Outstanding Emerging Artist at the 12th Annual Mayor Arts Award Ceremony, 1994; Mayor's Arts Award for Excellence, 2005; seven Metro D.C. Dance Awards; Pola Nirenska Award; Founder of *Moving Forward: Asian American Youth Program*; Commissioner for the Commission for the Arts & Humanities for the District of Columbia and AAPI Affairs
Number of dissertations/theses supervised in past five years: 12 Dance MFA Thesis projects

Wakana CAVANAUGH**Title, Department:** Lecturer of Japanese, Department of East Asian Languages and Literatures**Tenure Status:** Part-time**Education:** M.S., Education, University of Pennsylvania, 2003; B.A., Jissen Women's University, 1992**Percent of Time Relevant to Program:** 100%**Research and Teaching Specialization:** Japanese language**Select Courses Taught:** Beginning Japanese, Intermediate Japanese,**Foreign Language Competence:** Japanese (4), Spanish (1)**Language Pedagogy Background:** Training in TESOL, Princeton University Japanese Pedagogy Forum (2010, 2012); American Council of Teaching Foreign Languages Oral Proficiency Tester Training workshop (2012).**Academic and Institutional Experience:** American University, Japanese instruction, 2003; GWU 2003-present; Language instructor and cultural event coordinator for Japanese Language and Culture, Summer Institute, GWU (2005, 2010, 2011)**Overseas Experience:** Study in Japan, New Zealand, and England**Distinctions:** Language Center Awards for Innovations in Language Teaching for *Visualizing Japanese Grammar* (2008), Multimedia Educational Resource for Learning and Online Teaching Award for *Visualizing Japanese Grammar* (2011)**Jonathan CHAVES****Title, Department:** Professor of Chinese, Department of East Asian Languages and Literatures**Tenure Status:** Tenured**Education:** Ph.D., Columbia University; M.A., Columbia University; B.A., Brooklyn College**Percent of Time Relevant to Program:** 100%**Select Courses Taught:** Chinese Literature in Translation (graduate and undergraduate levels)**Foreign Language Competence:** Chinese (4), Japanese (5), French (5)**Academic and Institutional Experience:** GWU 1979 – present; Cornell U. 1977-1979; visiting, SUNY Binghamton 1973-1977; Brooklyn College 1970-1973.**Overseas Experience:** Spring 2011 sabbatical, Visiting Scholar at Shanghai Univ., China**Select Publications:** *Every Rock a Universe: The Yellow Mountains and Chinese Travel Writing*, Floating World Editions, 2013. *The Chinese Painter as Poet*. New York: China Institute Art Gallery, 2000 (Book-length catalogue of guest-curated exhibition). *Chinese and Japanese Poems to Sing: The Wakan Rōei Shū*, Columbia Univ. Press, 1997 (Co-authored with J. Thomas Rimer). *Singing of the Source: Nature and God in the Poetry of the Painter, Wu Li (1638-1712)*, Univ. of Hawaii Press, 1993. *Pilgrim of the Clouds: Poems and Essays from Ming-Dynasty China by Yuan Hung-tao and his Brothers*, Weatherhill, 1978.**Distinctions:** Lucien Stryk Award for Best Asian Translation, conferred by ALTA American Literary Translators Association), 2014. Book *Chinese and Japanese*. . . ., winner, Japan-U.S. Friendship Commission Prize for best translation, conferred by Donald Keene Center for Japanese Studies, Columbia Univ., 1998.**Liana CHEN****Title, Department:** Assistant Professor of Chinese Language and Literature, Department of East Asian Languages and Literatures**Tenure Status:** Non-tenure Track, Contract**Education:** Ph.D., Stanford University, 2009; M.A. National Taiwan University, 1999**Percent of Time Relevant to Program:** 100%

Research and Teaching Specializations: Traditional and modern Chinese drama, and fiction; performance theory; ritual; Chinese cinema; Kunqu opera in theory and practice; traditional and modern East Asian literature and film in comparative contexts; classical Chinese.

Select Courses Taught: Chinese Culture Through Film; Taiwanese Literature and Film; 20th Century Chinese Literature

Foreign Language Competence: Chinese (5), Japanese (2), French (2), Hebrew (1)

Academic and Institutional Experience: 2005-2008 Lecturer in Chinese, Dept. of Comparative Literature, Penn State Univ.; 2008-2010 Senior Lecturer, Dept. of Comparative Literature, Penn State Univ.

Overseas Experience: 2011 Fellow, Institute for Advanced Studies in Humanities and Social Sciences, National Taiwan Univ., Taipei, Taiwan. 2005 Visiting Scholar, China Academy of Arts in Beijing

Select Publications: *Cong antou dao qushu: Mudan ting Ming Qing wenren zhi quanshi gaibian yu wutai yishu zhi dijin* (Literati and Actors at Work: The Transformation of Peony Pavilion on Page and on Stage in the Ming and Qing Dynasties), National Taiwan Univ. Press, Dec. 2013. "The Empress Dowager as Dramaturg: Reinventing Late-Qing Court Theatre," *Nan Nü: Men, Women and Gender in Early and Imperial China* 14.1 (2012); "Homeward Odyssey: Theatrical Reframing of 'The Rakshas and the Sea Market,'" *Journal of Chinese Ritual, Theatre and Folklore* 140 (2003); *The Cambridge Encyclopedia of Stage Actors and Acting*, ed. Simon Williams. Cambridge: Cambridge Univ. Press, Feb. 2015.

Distinctions: 2013-2014 American Council of Learned Societies (ACLS) /Henry Luce Foundation year-long fellowships

Xiaoyang (Maggie) CHEN

Title, Department: Professor of Economics and International Affairs, Department of Economics

Tenure Status: Tenured

Education: Ph.D., University of Colorado, Boulder, 2005; M.A., University of Colorado, Boulder, 2002; B.A., Beijing Normal University, China, 1999

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: International Trade, Foreign Investment, Trade Policy

Select Courses Taught: ECON 2181 / ECON 6283 Survey of International Trade Theory and Policy; ECON 8381 International Trade Theory

Foreign Language Competence: Chinese (5)

Academic and Institutional Experience: Congressional Budget Office Trade Policy Advisor, 2015-2016. World Bank Senior Consultant, 2012-2015. International Finance Corporation Advisor, Trade and Competitiveness, 2013-2014. World Bank Economist, Development Research Group, 2011—2012. Boston College Visiting Assistant Professor, Summer 2009

Overseas Experience: East Asia, Europe

Select Publications: "Transportation Cost and the Geography of Foreign Investment" (w Laura Alfaro) Forthcoming, *Handbook of International Trade and Transportation*. "The Global Agglomeration of Multinational Firms" (w Laura Alfaro) *Journal of International Economics*, 2014, vol. 94(2); "The Matching of Heterogeneous Firms and Politicians" *Economic Inquiry*, 2013, vol. 51(2). "Surviving the Global Financial Crisis: Foreign Direct Investment and Establishment Performance" (w Laura Alfaro) *American Economic Journal: Economic Policy*, 2012, vol. 4(3); "Interdependence in Multinational Production Networks" *Canadian Journal of Economics*, 2011, vol. 44(3); "Patent Protection and Strategic Technology Development Delays: Implications for Economic Growth" (w Murat F. Iyigun) *Southern Economic Journal*, 2011, vol. 78(1); "Third-Country Effects on the Formation of Free Trade Agreements" (w Sumit Joshi) *Journal of Int'l Economics*, 2010, vol. 82(2); "Location Decision of Heterogeneous Multinational Firms" (w Michael Moore) *Journal of International Economics*, 2010, vol. 80(2).

Number of dissertations/theses supervised in past five years: 6

Joseph CHENG

Title, Department: Research Professor of International Business, Department of International Business; Director of the Center for International Business Education and Research (CIBER)

Tenure Status: Full-time, non-tenure track

Education: PhD., University of Michigan, 1977; BS, University of Wisconsin-Madison, 1974

Academic and Institutional Experience: Professor of Management, Michael J. Crouch Chair in Innovation, and Director of the Australian Innovation and Competitiveness Initiative, University of New South Wales in Sydney, Australia

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: National innovation ecosystems, R&D investment and productivity, country competitiveness; Multinational management, headquarters-subsidiary relations, firm internationalization

Overseas Experience: Early career in Australia

Select Publications: "China Business at a Crossroads: Institutions, Innovation, and International Competitiveness," with Yiu, D., *Long Range Planning*, 2016; "Country Context and Management Research: Learning from John Child," *Management and Organization Review*, 2014; "Advancing Interdisciplinary Research in the Field of International Business: Prospects, Issues, and Challenges," with J., Henisz, W., Roth, K., & Swaminathan, A., *Journal of International Business Studies*, 2009; Co-editor, *Managing Subsidiary Dynamics: Headquarters Role, Capability Development, and China Strategy*, Emerald Publishing: 2009, *Theories of the Multinational Enterprise: Diversity, Complexity, and Relevance*, with M.A. Hitt; Elsevier, 2004.

Distinctions: Distinguished Service Award from the AOM International Management Division

Patricia CHU

Title, Department: Associate Professor of English and Global Humanities Scholar, English Department

Tenure Status: Tenured

Education: Ph.D., Cornell University, 1993; M.A., Cornell University, 1989; B. A., Yale University

Percent of Time Relevant to Program: 50% (EAS)

Research and Teaching Specializations: Asian diasporic literature and culture, women's writing, children's literature, speculative fiction.

Select Courses Taught: Love and Longing in Asian North American Literature and Film; Writing Race and Nation; Introduction to Asian American Cultural studies; Asian American Literature; Ethnicity and Place: Asian American Literature; Asian-American-U.S. Latina/o Encounters

Foreign Language Competence: Chinese (1), French (2)

Academic and Institutional Experience: Global Humanities Scholar, Univ. of Macau (Spring 2017); Visiting Scholar, American Studies, National Univ. of Singapore (Summer 1992). Teaching Assistant, Cornell Univ. (1987-1990).

Overseas Experience: ASA (Association for American Studies) Representative, JAAS (Japanese Association for American Studies) conference. Toured and lectured Japan for 3 weeks, sponsored by ASA, JAAS, and the State Department (Spring 2005). Visiting Scholar, American Studies Centre, National Univ. of Singapore (1999).

Select Publications: "Jade Snow Wong." *Chinese Americans: The History and Culture of a People*, ed. Jonathan H. X. Lee. Cremona, CA: ABC-CLIO Greenwood Publishing Group, 2015; "Chinatown Life as Contested Terrain: H. T. Tsiang, Jade Snow Wong, and C. Y. Lee." *The Cambridge History of Asian American Literature*, ed. Min Hyoung Song and Rajini Srikanth, Cambridge UP, 2015; "Building and the Asian American Bildungsroman," *The Routledge Companion to Asian American and Pacific Islander Literature*, ed. Rachel C. Lee, England: Routledge-Taylor and Francis, 2014; "Marie Myung-Ok Lee, Deann Borshay Liem, and the Adoptees' 'Search for Origins' Narrative." *Journal of Korean Adoption Studies*. 1.3 (2012); "America in the Heart": Political Desire in Younghill Kang, Carlos Bulosan, Milton

Murayama, and John Okada.” 2000. *Asian American Literature. Volume II: Prose: Fiction and Non-fiction*, ed. David Leiwei Li, Routledge, 2012.

Distinctions: Global Humanities Scholar to Univ. of Macau, Spring 2017. Columbian College Facilitating Fund Grant, Summer 2010. Robert H. Smith Research Fellowship of the National Gallery of Art, Spring 2009. Coauthor. The grant was awarded to Lee B. Ewing. ASA Delegate, to *Bridging the World(s): Contributions of American Studies in Times of Conflict*, Annual conference of the Japanese Association for Asian American Studies, Kyoto, June 2006.

Number of dissertations/theses supervised in past five years: 2

Donald CLARKE

Title, Department: Professor of Law & David Weaver Research Professor of Law, Law School

Tenure Status: Tenured

Education: J.D., Harvard University, 1987; M.Sc., University of London, 1983; B.A., Princeton University, 1977

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Chinese law, Chinese legal institutions

Select Courses Taught: Law of the People’s Republic of China; Chinese Business Law

Foreign Language Competence: Chinese (5), Japanese (3), French (3)

Academic and Institutional Experience: Professor, Univ. of Washington School of Law, Seattle; Associate, Paul, Weiss, Rifkind, Wharton & Garrison (law firm); Lecturer, School of Oriental and African Studies at the Univ. of London

Select Publications: “The Law of China’s Local Government Debt Crisis: Local Government Financing Vehicles and Their Bonds,” *American Journal of Comparative Law*, Vol. 65 (2017); “China’s Stealth Urban Land Revolution,” *American Journal of Comparative Law*, Vol. 62 (2014); “‘Nothing But Wind?’ The Past and Future of Comparative Corporate Governance,” *American Journal of Comparative Law*, Vol. 59 (2011); Editor, *China’s Legal System: New Developments, New Challenges*, (Cambridge Univ. Press, 2008)

Distinctions: Member, Council on Foreign Relations; Member, New York Bar

Bruce DICKSON**Title, Department:** Professor of Political Science and International Affairs, Political Science Department**Tenure Status:** Tenured**Education:** Ph.D., University of Michigan, 1994; M.A., University of Michigan, 1982; B.A., University of Michigan, 1980**Percent of Time Relevant to Program:** 100% (50% EAS)**Research and Teaching Specializations:** Comparative politics, China**Select Courses Taught:** PSC 1001 Introduction to Comparative Politics, PSC 2371 Politics and Foreign Policy of China, PSC 6370 Politics of China**Foreign Language Competence:** Chinese (3)**Academic and Institutional Experience:** Wilson Center, visiting scholar**Overseas Experience:** annual trips to China for research, conferences, lectures; less frequent visits to South Korea, Taiwan, Hong Kong, Europe**Select Publications:** *The Dictator's Dilemma: The Chinese Communist Party's Strategy for Survival* (Oxford Univ. Press, 2016); *Allies of the State: Democratic Support and Regime Support among China's Private Entrepreneurs* (Harvard Univ. Press, 2010), co-author with Jie Chen; *Wealth into Power: The Communist Party's Embrace of China's Private Sector* Cambridge Univ. Press, 2008; *Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change* (Cambridge Univ. Press, 2003); *Democratization in China and Taiwan: The Adaptability of Leninist Parties* (Oxford Univ. Press, 1997); "The Chinese Communist Party's Strategy for Survival," *Washington Quarterly*, 39:4 (Winter 2017); "Who Wants to Be a Communist? Career Incentives and Mobilized Loyalty in Contemporary China," *China Quarterly*, no. 217 (March 2014); "Revising Reform: China's New Leaders and the Challenge of Governance," *China: An International Journal*, vol. 10, no. 2 (Aug. 2012); "Updating the China Model," *Washington Quarterly*, vol. 34, no. 4 (Sept. 2011); "No 'Jasmine' for China," *Current History*, vol. 110, no. 737 (Sept. 2011); "Sustaining Party Rule in China: Coercion, Co-optation and their Consequences," in Nathan J. Brown, ed., *The Dynamics of Democratization: Dictatorship, Development, and Diffusion* (Baltimore: Johns Hopkins Univ., 2011).**Distinctions:** Trachtenberg Undergraduate Teaching Award, 2010**Number of dissertations/theses supervised in past five years:** 6**Hongyuan DONG****Title, Department:** Assistant Professor of Chinese Language and Linguistics, Department of East Asian Languages and Literatures**Tenure Status:** Tenure Track**Education:** Ph.D., Cornell University, 2009; M.A., Peking University, 2002; B.A., Nankai University, 1999**Percent of Time Relevant to Program:** 100%**Research and Teaching Specializations:** Chinese linguistics, historical linguistics, semantics**Select Courses Taught:** History of the Chinese language, Chinese language courses on various levels.**Foreign Language Competence:** Chinese (5)**Academic and Institutional Experience:****Overseas Experience:** China**Select Publications:** *A History of the Chinese Language*. Routledge: 2014; "An LFG analysis of pronominal binding in Mandarin Chinese," *Proceedings of the Linguistic Society of America*, Vol. 1, Article 2:1-15, 2016; "Teaching linguistics to supplement the implementation of the five Cs," *Journal of the National Council of Less Commonly Taught Languages*, Vol 18, 2016; "Chinese: A Linguistic Introduction," by Chaofen Sun (review article); *Chinese as a Second Language: The Journal of the Chinese Language Teachers Association-US*, Vol 50, No. 3, 2015; *Musicality meets tonality: A Tonal Congruence Index (I_{TG}) for Chinese vocal music*. In Hongyin Tao et al. (eds.) *Proceedings of the 27th North American Conference on Chinese Linguistics (NACCL-27)* Vol 2, 2015.

Amitai ETZIONI

Title, Department: University Professor, Faculty Affairs

Tenure Status: Tenured

Education: Ph.D., University of California, Berkeley, 1958; M.A. The Hebrew University, Jerusalem, 1956; B.A. The Hebrew University, Jerusalem, 1954

Percent of Time Relevant to Program: 80%

Research and Teaching Specializations: Communitarian Studies, International Relations

Academic and Institutional Experience: Univ. Professor, and Professor of International Relations, The George Washington Univ., 1980-Present; Thomas Henry Carroll Ford Foundation Professorship (Visiting Professor), Graduate School of Business Administration, Harvard Univ. 1987-1989; Guest Scholar, Brookings Institution, Washington, D.C. 1978-1979; Chairman, Department of Sociology, Columbia Univ. 1969-1971; Professor, Columbia Univ. 1958-1980

Overseas Experience: Israel

Select Publications: *Avoiding War with China* (Univ. of Virginia Press, 2017). *Foreign Policy: Thinking Outside the Box* (Routledge, 2016); "Talking with the Muslim World: How and with Whom?" *International Affairs* 92.6. 2016. *How Aggressive is China? The Korean Journal of International Studies* 14.2. 2016; "The Asian Infrastructure Investment Bank: A Case Study of Multifaceted Containment," *Asian Perspective* 40. 2016; "Freedom of Navigation Assertions: The United States as the World's Policeman," *Armed Forces & Society*, 2015; "The Democratisation Mirage," *Survival: Global Politics and Strategy*. Aug.-Sept. 2015; *COIN: A Study of Strategic Illusion; Small Wars & Insurgencies*. March 2015.

Distinctions: 2016 – *Distinguished Scholar Award*, The George Washington Univ.; Senior Adviser to the White House 1979-1980

Susanne FRANCOEUR

Title, Department: Professorial Lecturer, Department of Fine Arts and Art History

Tenure Status: Part-time

Education: Ph.D., Columbia University, 1998; M.Phil., Columbia University, 1989; M.A., Sophia University, Tokyo, 1985; B.A., Hunter College, 1981

Percent of Time Relevant to Program: 30%

Research and Teaching Specializations: Buddhist Art of Central Asia, India, and Southeast Asia

Select Courses Taught: The Art of South Asia; The Art of East Asia; The Art of Southeast Asia; Dean's Seminar in the Buddhist Art of Asia; Interdisciplinary Course in Asian Humanities in the Department of Asian Literature and Languages.

Foreign Language Competence: German (5), French (3), Italian (3), Japanese (2), Sanskrit (1)

Overseas Experience: Residence in Germany, Austria, France, Italy and Japan; travel to China, Indonesia, Thailand, Nepal, Burma, Vietnam, Cambodia, India.

Select Publications: Review of *Goryeo Dynasty: Korea's Age of Enlightenment 918 – 1392*, Kumja Paik Kim. San Francisco, *Journal of Asian Studies*, 2014.
Asian Art Museum of San Francisco, 2003.

Number of dissertations/theses supervised in past five years: 2

Roy R. GRINKER

Title, Department: Professor of Anthropology and International Affairs, Department of Anthropology

Tenure Status: Tenured

Education: Ph.D., Harvard University, 1989; M.A., Harvard University, 1985; B.A., Grinnell College, 1983

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Sub-Saharan Africa; Korea; Medical and Psychiatric Anthropology.

Select Courses Taught: Anthropology of Africa: Introduction to Cultural Anthropology; Nationalism and Ethnicity;

Foreign Language Competence: Lese (4), French (3), Swahili (3), Korean (2)

Academic and Institutional Experience: [Senior Fellow, Atlantic Council; Asst. Prof. Carleton College; Fellow, SAIS-Hopkins

Overseas Experience: Research in India; Korea; South Africa; Swaziland; Dem. Rep. of Congo.

Select Publications: Korea and its Futures: Unification and the Unfinished War (1998); Perspectives on Africa: Culture, History and Representation (1997; second edition 2004); Unstrange Minds: Remapping the World of Autism (2007); Houses in the Rainforest: Farmers and Foragers in Central Africa (1994)

Distinctions: National Alliance on Mental Alliance Award for “outstanding contribution to the study of mental illness.” American Anthropological Association Award for the “successful communication of anthropology to the general public.”

Shoko HAMANO

Title, Department: Professor of Japanese and International Affairs; Chair, Department of East Asian Languages and Literatures

Tenure Status: Tenured

Education: Ph.D., University of Florida, 1986; M.A., Univ. of Florida, 1980; B.A., Univ. of Tokyo, 1976

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Japanese linguistics, Japanese pedagogy, Japanese language

Select Courses Taught: Basic Japanese, Intermediate Japanese, Japanese linguistics

Foreign Language Competence: Japanese (5), Korean (1), Spanish (1), German (1)

Academic and Institutional Experience: University of California, Santa Cruz, lecturer; Harvard University, visiting director of the Japanese program

Overseas Experience: Education through B.A. in Japan

Select Publications: *Nihongo no Onomatopoe: Onshoochoo to Koozoo [Mimetic Words in Japanese: Sound Symbolism and Structure]*. Tokyo: Kurosio Publishers, 2014; *Intermediate Japanese: Grammar and Workbook*, with Takae Tsujioka. London and New York: Routledge, 2012; *Basic Japanese: Grammar and Workbook*, with Takae Tsujioka. London and New York: Routledge, 2010; *Making Sense of Japanese Grammar*, with Zeljko Cipris. Honolulu: University of Hawai'i Press, 2002; "Voicing of obstruents in Old Japanese: Evidence from the sound-symbolic Stratum," *Journal of East Asian Linguistics* 9 (2000); *The Sound-Symbolic System of Japanese*, Stanford: CSLI, 1998.

Distinctions: 2004 Oscar and Shoshana Trachtenberg Teaching Award, GW

Ichiro L. HANAMI

Title, Department: Assistant Professor of Japanese Languages and Literatures, Department of East Asian Languages and Literatures

Tenure Status: Contract

Education: Ph.D., Stanford Univ., 1997; M.A., University of California, Los Angeles, 1986; B.A., University of California, Los Angeles, 1983

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Japanese language (all levels), modern & classical Japanese literature, Japanese culture, Japanese film

Select Courses Taught: Bungo: Intro to Literary Japanese, Reading in Modern Japanese, Japanese Culture through Film, Love and Politics: The Tale of Genji

Foreign Language Competence: Japanese (5)

Select Publications: "Loosening the Links: Considering Intention in Linked Verse and its Consequences" in Eleanor Kerkham, ed. *Matsuo Bashô's Poetic Spaces: Haikai Intersections*, Palgrave Macmillan, October 2006; "Gateway to authentic literary text: Short stories by Murakami Haruki": Co-authors: Takae Tsujioka (George Washington University). Pending.

Distinctions: Robert W. Kenny Prize, recipient, GWU, 2010.

Lonnie HENLEY

Title, Department: Lecturer, International Affairs

Tenure Status: Part-time, non-tenure track

Education: M.A., Oxford University; M.A., Columbia University; M.A., National Defense Intelligence College, B.A., US Military Academy at West Point;

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Strategic intelligence, the Chinese army

Select Courses Taught: IAFF 6186 The Chinese Military

Foreign Language Competence: Chinese (4), French (3)

Academic and Institutional Experience: Defense Intelligence Officer for East Asia at Defense Intelligence Agency (DIA), 2008-present; Deputy National Intelligence Officer for East Asia in the Office of the Director of National Intelligence; Defense Intelligence Officer for East Asia and then Senior Intelligence Expert for Strategic Warning at DIA; US Army military intelligence and foreign area officer in Korea, at DIA, on Army Staff, and in the History Department at West Point In 2000 he joined the senior civil service as Defense Intelligence Officer for East Asia and then Senior Intelligence Expert for Strategic Warning at DIA.

Overseas Experience: Graduate study in England

Distinctions: Rhoads Scholar

Kyoko K. HILLMAN

Title, Department: Lecturer, Department of East Asian Languages and Literatures

Tenure Status: Part-time

Education: Ph.D. Candidate, University of Maryland, College Park, 2013-present; M.A., University of Iowa, 1997; B.A., Osaka Prefecture University, 1989

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Japanese language.

Select Courses Taught: Elementary Japanese.

Foreign Language Competence: Japanese (5)

Academic and Institutional Experience: Freelance Japanese Language Instructor, (Greenbelt, Maryland) 2012-2016; Visiting Summer Lecturer, Hokkaido International Foundation, (Hakodate, Japan) 2012, 2011, 2006, 2005, 1999; Freelance Japanese Language Instructor, (Lagos, Nigeria) 2010-2011; Japanese Language Instructor, Hokusei Gakuen Univ., (Sapporo, Japan) 2007-2009; Japanese Language Instructor, David See-Chai Lam Centre for International Communication, Simon Fraser Univ. at Harbour Centre (Vancouver, Canada), 2005; Japanese Language Instructor, Shenyang Aerospace Mitsubishi Motors Engine Manufacturing Co., Ltd. (Shenyang, China), 2003; Associate Professor (Visiting), International Student Center, Kanazawa Univ., (Ishikawa, Japan) 2000-2001; Summer Visiting Lecturer, Center for Japanese Education, International Christian Univ., (Tokyo, Japan) 1998, 2000; Visiting Lecturer, Department of Modern Languages and Literatures, College of William and Mary, (Williamsburg, VA) 1997-2001; Teaching Assistant, Department of Asian Languages and Literature, Univ. of Iowa, (Iowa City, Iowa) 1996-1997; Native Speaker/Teaching Assistance, Department of Japanese, Macalester College, (St. Paul, Minnesota) 1993-1994;

Overseas Experience: Residence and teaching in Japan, Nigeria, and Canada (see above).

Select Publications: Hillman, K.K., Ross, S.J. & Kasper, G. (2017), "Achieving epistemic alignment in a psycholinguistic experiment," *Applied Linguistic Review*; Fukasawa, N. & Hillman, K. K. (2012b)," Components and development patterns of Japanese shikiji speeches: Characteristics of one genre in Japanese public speaking," *Journal of Technical Japanese Education*, 14; Fukasawa, N. & Hillman, K. K. (2012a), "Basic study to investigate on the need for skills training in Japanese public speaking," *Kanazawa Univ. International Student Center Research Bulletin*, 15; "The significance of international exchange based on exchange agreements with schools overseas and its weakness: The case of Kanazawa Univ.," *Kanazawa Univ. International Student Center Research Bulletin*, 5 (2002).

Distinctions: Grant-in-Aid for Scientific Research (KAKENHI) co-recipient, Ministry of Education, Culture, Sports, Science and Technology of Japan, 2010; Univ. Fellowships/May Seminars – Pedagogical Grants co-recipient, College of William and Mary, 1999.

Cheng HUANG

Title, Department: Assistant Professor of Global Health, Department of Global Health & Department of Environmental and Occupational Health

Tenure Status: Tenure Track

Education: Ph.D., University of Pennsylvania, 2007; M.A., Beijing University, 2002; B.A., Xiamen University, 1998

Percent of Time Relevant to Program: 25%

Research and Teaching Specialization: Demography, public nutrition and poverty, health inequality, environmental health, and tobacco control; research grants for study of the Chinese famine 1959-61.

Select Courses Taught: Global Health Economics and Finance.

Foreign Language Competence: Chinese (5)

Academic and Institutional Experience: Previously taught Population Dynamics and Global Tobacco Control at Emory University.

Overseas Experience: Native Chinese, B.A. & M.A. education in Chinese institutions.

Select Publications: “Health inputs and cumulative health deficits among the older Chinese,” Gu D, Sautter JM, Huang C, Zeng Y., *Social Science & Medicine* 72 (2011); “Early life exposure to the 1959-61 Chinese famine has long-term health consequences,” Huang C, Li Z, Wang M, Martorell R., *The Journal of Nutrition* 140 (2010); “Bigger babies born to women survivors of the 1959-61 Chinese Famine: a puzzle due to survival selection?” Huang C, Li Z, Venkat Narayan KM, Williamson DF, Martorell R., *Journal of Developmental Origins of Health and Disease* 1 (2010); “Mortality of the oldest old Chinese: the role of early life nutritional status, socioeconomic conditions, and sibling sex composition,” Huang C, Elo IT, *Population Studies* 63:1 (2009).

Alexa A. JOUBIN

Title, Department: Professor of English, East Asian Languages and Literatures, Theatre and Dance, and International Affairs, English Department

Tenure Status: Tenured

Education: Ph.D., Stanford University; Joint Ph.D., Stanford University, 2004; National Tsing-Hua University, Taiwan, 1997

Percent of Time Relevant to Program: 30%

Research and Teaching Specializations: Global film and performance criticism, Shakespeare, globalization, translation studies, modern China and Taiwan, Chinese and Sinophone literature and drama, literary theory, diaspora studies, digital humanities

Select Courses Taught: Global Shakespeare

Foreign Language Competence: Chinese (5), German (4), French (2)

Academic and Institutional Experience: Assoc. Professor, Comparative Literature, Penn State

Overseas Experience: Fulbright Distinguished Chair, Queen Mary Univ. of London and Warwick Univ., 2014-2015

Select Publications: "Global Diasporas as Reflected in the Work of Ong Keng Sen," *The Cambridge Guide to the Worlds of Shakespeare Vol. 2: The World's Shakespeare, 1660-Present*, ed. Bruce Smith (Cambridge Univ. Press, 2016); "Introduction. Asian Shakespeares on Screen: Two Films in Perspective," ed. by Alexa Huang, *Borrowers and Lenders: The Journal of Shakespeare and Appropriation* 4.2 (Spring/Summer 2009); "Intercultural Theatre and Shakespeare Productions in Asia," in *Routledge Handbook of Asian Theatre*, ed. Siyuan Liu, Routledge, 2016; "The Brave New World of the Mother Tongue: Taiwanese-language Literature Under Construction," in *Columbia Sourcebook of Literary Taiwan*, ed. Sung-sheng Yveonne Chang, Michelle Yeh, Ming-ju Fan (Columbia Univ. Press, 2014); "Encountering Shakespeare, Imagining China," *A New Literary History of Modern China*, ed. David Wang, Harvard Univ. Press, in press; Co-authored with Angelica Duran. "Mo Yan's Work and the Politics of Literary Humor," in *Mo Yan in Context: Nobel Laureate and Global Storyteller*, ed. Angelica Duran and Yuhua Huang, Purdue Univ. Press, 2014.

Distinctions: ACLS Buckhardt Fellow, Folger Library, DC 2015-2016

Number of dissertations/theses supervised in past five years: 10

Yunkyoung KANG

Title, Department: Professorial Lecturer of Korean, Department of East Asian Languages and Literatures

Tenure Status: Part-time

Education: Ph.D., Georgetown University, 2012; M.A., San Diego State University, 2003; B.A., Dankook University, Korea, 1996

Percentage of Time Devoted to East Asia: 100%

Foreign Languages: Korean (4), Japanese (1), Spanish (1)

Language Pedagogy Background: 2005-present: Lecturer, George Washington University; 2009-present: Lecturer, Johns Hopkins University SAIS; 2005-2011: Teaching Associate/Lecturer, Georgetown University; 2003-2005: Teaching Associate, UC San Diego.

Academic and Institutional Experience: 2006-2010: Teaching Assistant/ Research Assistant, Department of Linguistics, Georgetown University

Research/Teaching Specialization: Cognitive linguistics, Korean linguistics, Language acquisition, Semantics, Spatial concepts, Language material development.

Select Courses Taught: Undergraduate: Korean language Beginning through Advanced, Graduate: Proficiency bound Korean language Beginning through Advanced.

Recent Publications: Markus Dickinson, Soojeong Eom, Yunkyoung Kang, Chong Min Lee, and Rebecca Sachs (2008). A balancing act: how can intelligent computer-generated feedback be provided in learner-to-learner interactions? *Computer Assisted Language Learning*, 21(5).

Xiaofei KANG

Title, Department: Associate Professor of Religion, Department of Religion

Tenure Status: Tenured

Education: Ph.D., Columbia University, 2000; M.A., Beijing University; B.A., Beijing University

Percent of Time Relevant to Program: 100%

Foreign Languages: Korean (4), Japanese (1), Spanish (1)

Research and Teaching Specializations: Religion in China and East Asia

Select Courses Taught: Religion and Philosophy in East Asia, Confucian Literature in East Asia, Daoism in East Asia, Religion in Modern China, Women, Gender and Religion in China, Myth, Ritual and Popular Religion in China.

Foreign Language Competence: Chinese 5; Japanese 3; French 2

Overseas Experience: China

Select Publications: *Contesting the Yellow Dragon: Ethnicity, Religion and the State in Sino-Tibetan Borderland* (co-author with Donald Sutton, Brill 2016); *The Cult of the Fox: Gender and Popular Religion in Late Imperial and Modern China* (Columbia U Press, 2006); *Gendering Chinese Religions* (co-editor with Jinhua Jia and Ping Yao, SUNY Press, 2013).

Distinctions: *Contesting the Yellow Dragon* won the Choice's Most Outstanding Academic Title of 2016.

Stephen KAPLAN

Associate Professor of Political Science and International Affairs, Department of Political Science

Tenure Status: Tenured

Education: Ph.D., Yale University, 2009; M.S., Georgetown University, 1997; B.A., Tufts University, 1995.

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: International political economy, comparative political economy, global finance, economic development, politics of macroeconomic policymaking, Chinese development finance, Chinese foreign economic policy, Latin American economics and politics

Select Courses Taught: International Political Economy, Political Economy of Latin America, Latin America: Problems and Promise

Foreign Language Competence: Spanish (4), Portuguese (2)

Academic and Institutional Experience: Residential Fellow, Woodrow Wilson, Center for International Scholars, 2017-2018; Postdoctoral Research Fellow, Center for Globalization and Governance, 2009-2010; Research Assistant to Professor Emeritus Robert Dahl, Yale University, 2005-2006; Research Assistant to Mexican President Ernesto Zedillo, Yale University, 2003-2005; Senior Economic Analyst, East Asia-Latin America, Development Studies, Federal Reserve Bank of New York, 1998-2003; Financial Analyst and Japanese Yen Reserve Portfolio Manager, Markets Division, Federal Reserve Bank of New York, 1998-2000.

Overseas Experience: Visiting Researcher, Universidade de Sao Paulo (USP), Brazil, 2017; Visiting Researcher, Centro de Estudios de Estado y Sociedad (CEDES), Argentina, 2014; Visiting Researcher, Universidad Torcuato De Tella, Argentina, 2012, 2005-2007; Visiting Researcher, Universidad Diego Portales, Chile, 2007; Visiting Researcher, Instituto de Estudios Superiores de Administración, Venezuela, 2007; Extensive overseas field research in Argentina, Brazil, Chile, China, Ecuador, and Venezuela, 2007-2017

Select Publications: *Globalization and Austerity Politics in Latin America* (Cambridge Studies in Comparative Politics (Cambridge University Press, 2013); “The Political Economy of Sovereign Debt: Global Finance and Electoral Cycles,” (with Kaj Thomsson), *The Journal of Politics*. 79:2 (2017); “Partisan Technocratic Cycles in Latin America,” *Electoral Studies*. 45:2 (2017); “Banking Unconditionally: The Political Economy of Chinese Finance in Latin America.” *Review of International Political Economy*. 23:4 (2016); “The Political Obstacles to Greater Exchange Rate Flexibility in China.” *World Development*. 34(7), 2006.

Distinctions: Minerva Initiative, Spheres of Influence and Regional Orders: Assessing Approaches for Responding to China’s Rise, 2015-18; Strategy and Policy Fellows Grant, Smith Richardson Foundation, 2014-15; Recipient, Outstanding Academic Titles in the Social Sciences, 2013; Policy Research Scholar, George Washington Institute for Public Policy, 2012; APSA’s Mancur Olson Award for best dissertation in political economy, 2010; Niehaus Globalization and Governance Fellow, Princeton University, 2009-2010; Associate Fellow, World Fellows Program, Yale Center for Globalization, 2008-2009.

Number of dissertations/theses supervised in past five years: 11

Eunice Yookyung KIM

Title, Department: Professorial Lecturer in Korean Literature, Department of East Asian Languages and Literatures

Tenure Status: Part-time, non-tenure track

Education: Ph.D., Ewha Womans University, Seoul, South Korea, 2015

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: I currently have focused on the culture & society of the Mid-Chosŏn Dynasty and allegorical narratives from scholars in various political groups. Upcoming papers will be focused on the broad changes during the Mid-Chosŏn period and expansion of narratives and various prose. Also, my current research interests lie not only in the field of allegory prose during the Mid-Chosŏn Dynasty but also Modern Korean Literature, Film and teaching Korean language for adult learners.

Select Courses Taught: Korean Literature in Translation; Korean Culture through Film

Foreign Language Competence: Korean (5)

Academic and Institutional Experience: Georgetown/ Instructor. The Foreign Service Institute/ instructor/2011-present

Overseas Experience: Kangnam University. YoungIn, South Korea

Select Publications: “A study on You Mong In’s Yu-yen,” *Ewha Language & Literature* 35, Seoul, 2015; “A study on Gyegok Chang-yu’s Yu-yen,” *Korean Cultural Studies* 25, Seoul, 2013

Jisoo KIM

Title, Department: Korea Foundation Associate Professor of History, International Affairs, and East Asian Languages and Literatures, History Department

Tenure Status: Tenured

Education: Ph.D., Columbia University, 2010; M.Phil., Columbia University, 2007; M.A., Columbia University, 2003; B.A., Yonsei University, South Korea, 2000

Percent of Time Relevant to Program: 80%

Research and Teaching Specializations: Gender and Legal History of Chosŏn Korea; Legal Culture of Early Modern East Asia; Korean and East Asian history, with particular interests in crime and justice, emotions, forensic medicine, literary representations of the law, diglossia, vernacular writing, and gender and sexuality.

Select Courses Taught: Premodern and Modern Korea; Legal History of Korea/East Asia; Gender and Sexuality in Korea/East Asia; and East Asian Civilization, East Asia: Past and Present, Human Rights in the Two Koreas I Colloquium on Modern Korean History

Foreign Language Competence: Korea (5), Chinese (2), Japanese (2)

Academic and Institutional Experience: Visiting Scholar: Korea Institute, Yonsei Univ., Seoul, Korea, 2012; Kyujanggak Institute, Seoul National Univ., 2016-17

Overseas Experience: Research experience primarily in South Korea

Select Publications: *The Emotions of Justice: Gender, Status, and Legal Performance in Chosŏn Korea* (Univ. of Washington Press, Dec. 2015); editor, with J. Haboush, S. Wang, H Cho, and K.Chizhova-Kim: JaHyun Kim, *The Great East Asian War of 1592 and the Birth of the Korean Nation*, (Columbia Univ. Press, 2016); "From Jealousy to Violence: Marriage, Family, and Confucian Patriarchy in Fifteenth Century Korea," *Acta Koreana* (forthcoming); "Women's Legal Voice: Language, Power, and Gender Performativity in Late Chosŏn Korea," *Journal of Asian Studies* 74:3 (Aug. 2015); "Law and Emotion: Tension between Filiality and Fidelity in a Property Dispute of Early Chosŏn Korea," *Tongbang hakji* 162 (June 2013); "Ideas of Crime: Criminal Justice and Violent Crimes in Early Modern Korea," in Laura Stokes ed., *A Global History of Crimes and Punishment in the Renaissance* (Bloomsbury Press, forthcoming 2018); "Individual Petitions: Petitions by Women in the Chosŏn," in JaHyun Kim Haboush, ed., *Epistolary Korea: Letters in the Communicative Space of the Chosŏn, 1392-1910* (Columbia Univ. Press, 2009)

Distinctions: Awarded the 2017 James B. Palais Book Prize of Association for Asian Studies

Number of dissertations/theses supervised in past five years: Ph.D.: 2, M.A.: 5

Young-Key KIM-RENAUD

Title, Department: Professor Emeritus of Korean Language and Culture and International Affairs, Department of East Asian; President of the International Circle of Korean Linguistics, Languages and Literatures

Tenure Status: Tenured

Education: Ph.D., University of Hawaii, 1974; M.A., University of California, Berkeley, 1965; B.A., Ewha Woman's University, Seoul, 1963

Percent of Time Relevant to Program: 80%

Research and Teaching Specializations: Linguistics, Korean studies, East Asian humanities, Intercultural communication

Select Courses Taught: Asian humanities, Korean literature in Translation I and II, Korean language course, all levels, Linguistics

Foreign Language Competence: Korean (5), French (4), Japanese (2), Chinese (1), German (1), Spanish (1)

Academic and Institutional Experience: 3 times Fulbright scholar (twice to Korea and once to Jordan), Editor-in-Chief of the Korean Linguistics journal

Overseas Experience: Studied in China, Korea, France, Germany, and Spain

Select Publications: *Korean: An Essential Grammar* (Routledge), *Creative Women of Korea: The Fifteenth through the Twentieth Centuries* [editor] (M.E. Sharpe), *The Korean Alphabet: Its History and Structure* [editor] (University of Hawaii Press), *Theoretical Issues in Korean Linguistics* [editor] (Center for the Study of Language and Information, Stanford University), *Studies in Korean Linguistics* (Hanshin Publishing Co.), *Korean Consonantal Phonology* (Pagoda Press)

Distinctions: Research grants from the Korea Foundation, the Academy of Korean Studies, National Endowment for the Humanities, American Council of Learned Societies (ACLS) and the Social Science Research Council (SSRC)

Number of dissertations/theses supervised in past five years: 1

Joel KUIPERS

Title, Department: Professor of Anthropology and International Affairs, Department of Anthropology

Tenure Status: Tenured

Education: Ph.D., Yale University, 1982; M.Phil., Yale University, 1978; B.A., Calvin College, 1976

Percent of Time Relevant to Program: 40%

Research and Teaching Specializations: Linguistic anthropology, discourse analysis, the role of Arabic in Indonesian Islam, Islam, Southeast Asia, technology and communication, education and culture, and religion and culture

Select Courses Taught: Anthropology of Southeast Asia; Culture and Education, Religion and Language, Discourse Analysis, Graduate seminar in Sociocultural anthropology, Graduate seminar in Linguistic anthropology.

Foreign Language Competence: Indonesian (4), Dutch (3), Sumbanese (3), Javanese (2), French (2), German (2), Finnish (1), Arabic (1)

Academic and Institutional Experience: Assistant Professor of Anthropology, Seton Hall Univ., 1984-1989; Visiting Assistant Professor of Anthropology, Wesleyan Univ., 1982-1984; Visiting, post-doctoral, or fellowship appointments at: Harvard Univ., Stanford Univ., Australian National Univ., CNRS.

Overseas Experience: Fulbright 1988, 2011 (Indonesia); fieldwork in Indonesia (1978-80, 1984, 1987, 1988, 1989, 1990, 1991, 1994, 1995, 1996, 2000, 2007, 2008, 2009, 2011, 2013-2016).

Select Publications: *Linguistic and Material Intimacies of Cell Phones*, co-edited with Joshua Bell, Routledge Press (2018); "Islamization and Identity in Indonesia: the case of Arabic Names in Java" *Indonesia* 103.1 (2017); "Evidence and Authority: Linguistic and Ethnographic Perspectives" *Annual Review of Anthropology* (2013); *Fine Description: The Ethnographic Essays of Harold C Conklin*, Yale Univ. Press (2007); *Language, Marginality and Identity in Indonesia*, Cambridge Univ. Press 1998; *Power in Performance: the creation of textual authority in Weyewa Ritual Speech*, Univ. of Pennsylvania Press (1990).

Distinctions: President, Society for Linguistic Anthropology, American Anthropological Association, 2005-2007; Fellow, Woodrow Wilson International Center for Scholars, 1994-5.

Number of dissertations/theses supervised in past five years: 2 dissertations, 7 B.A. and M.A. theses.

Young Hoon KWAK

Title, Department: Associate Professor of Decision Sciences, School of Business

Tenure Status: Tenured

Education: Ph.D., University of California, Berkeley, 1997; M.S., University of California, Berkeley, 1992; B.S., Yonsei University, South Korea, 1991

Percent of Time Relevant to Program: 25%

Research and Teaching Specialization: Project management; management of technology; engineering, construction, infrastructure

Select Courses Taught: DnSc 6250 Project Mgmt Finance, DnSc 6254 Risk Mgmt, DnSc 6261 Intro. to Project & Program Mgmt, DnSc 6267 Planning & Scheduling, DnSc 6257 Cost Estimation & Mgmt

Foreign Language Competence: Korean (5)

Academic and Institutional Experience: Visiting Professor, Ghent University, 2011-current; Visiting Scholar, IPA Institute, 2008

Overseas Experience: Adjunct Research Fellow, Construction Economics and Research Institute of Korea, South Korea, 1998-present; Engineer, Daewoo Corporation, South Korea, 1991-93

Select Publications: Li, Y. Lu. Y., Ma, L., and Kwak, Y.H. (2018) "Evolutionary Governance for Mega-Event Projects (MEPs): A Case Study of the World Expo 2010 in China" Accepted at *Project Management Journal*; Lee, C., Won, J.W., Jang, W, Jung, W., Han, S.H., and Kwak, Y.H. (2017) "Social Conflict Management Framework for Project Viability: Case Studies from Korean Megaprojects", *International Journal of Project Management*, 35(8); Li, Y., Lu, Y., Kwak, Y.H., and Dong, S. (2015) "Developing A City-Level Multi-project Management Information System for Chinese Urbanization," *International Journal of Project Management*, 33(3).

Distinctions: Editor-in-Chief: Journal of Management in Engineering (ASCE, 2016 IF=2.011) (2016-Present).

Number of dissertations/theses supervised in past five years: 5

Danny LEIPZIGER

Title, Department: Professor of International Business & International Affairs, Department of International Business

Tenure Status: Full Professor of Practice (non-tenured)

Education: Ph.D., Brown University, 1972; M.A., Brown University, 1969; B.A., The City College of New York, 1968

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: East Asia Industrial Policy and Korean economic development, African urbanization and development strategies; Global macroeconomics and inequality, Disruptive Technologies and Public Policy, Development Strategies, Green Growth

Select Courses Taught: Managing in Development Countries, Financial Crises and Globalization, International Monetary and Financial issues

Foreign Language Competence: Spanish (4)

Academic and Institutional Experience: Chief Economist for East Asia Dept. I (World Bank), Director for Infrastructure and Finance, Latin America and Caribbean Region (World Bank), Vice President for Poverty Reduction and Economic Management (World Bank); Dept. of State (Economics Bureau and Policy Planning Staff); USAID

Overseas Experience: World Bank missions (1981-2009)

Select Publications: *Lessons of East Asia*, Univ. of Michigan Press, 1997; "Africa's Urbanization: Challenges and Opportunities," in Monga, C. and J. Lin (eds.), *The Oxford Handbook of Africa and Economics: Context and Concepts*, Vol 1, Oxford Univ. Press, 2015 with M Freire and S. Lall; "Growth Strategies for Africa in a Changing Global Environment," in Noman, A. and J. Stiglitz (eds.), *Industrial Policy and Economic Transformation in Africa*, Columbia Univ. Press, New York, with S. Yusuf, 2015; "How Can Korea Raise its Future Potential Growth Rate?," *World Economics*, 9:4 (Oct.-Dec. 2008) with Elena Ianchovichina; "Chilean Growth through East Asian Eyes" with Homi Kharas, William Maloney et. al. 2008. *Working Paper No. 31* (Commission on Growth and Development) Washington, D.C.; "Public and Private Interests in Korea: Views on Moral Hazard and Crisis Resolution" P. Petri (ed.), *Regional Co-Operation and Asian Recovery*, (ISEAS 2000). "The Global Standards and Korea's Economic Reform" *Journal of International and Area Studies*, (GIAS, Seoul 2000); "Thinking about the World Bank and North Korea" M. Noland (ed.), *Economic Integration of the Korean Peninsula* (Institute for International Economics, 1998). "Korean Industrial Policy: Legacies of the Past and Directions for the Future" in L.J. Cho and Y.K. Kim (ed.), *Korea's Political Economy: An Institutional Perspective* (Westview Press, 1994) with Peter Petri, "Korea: Issues of Distribution" in L. Krause and F. Park (ed.), *Social Issues in Korea: Korean and American Perspectives* (Korea Development Institute, Sept., 1993); "The Lessons of East Asia: An Overview of Country Experience" (World Bank, 1993) with V. Thomas; "Korea: A Case of Market-Led Development," in *The Lessons of East Asia* (Univ. of Michigan Press, 1993) with Kihwan Kim; "Awakening the Market: *Vietnam's Economic Transition*," World Bank Discussion Paper 157, (March, 1992).

Meggan MADDEN

Title, Department: Assistant Professor of Higher Education Administration and International Education, Department of Higher Education Administration

Tenure Status: Non-tenure Track, Contract

Education: Ph.D., University of Toronto, 2012; M.A., University of Toronto; B.A., Principia College

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Higher education regionalization in Asia and the Pacific; comparative and international higher education; international higher education for development

Select Courses Taught: Comparative and International Education; International Education Experiences in Japan

Foreign Language Competence: Japanese (2)

Academic and Institutional Experience: Assistant Professor of International Education Management at the Middlebury Institute of International Studies

Overseas Experience: Japan, 1987-1988, Rotary International Exchange Student; Viet Nam, 2009 & 2010, 2 3-week site visits for Ph.D. dissertation research

Select Publications: Shahjahan, R. & Madden, M. (2015), "Uncovering the images and meanings of international organizations (IOs) in higher education research" *Higher Education*. 69 (5), 2015; "Walking the line: Quality assurance policy development and implementation in Viet Nam. *Higher Education*. 67 (1), 2014; Knight, J. & Madden, M., The International Mobility of Canadian Social Science and Humanities Doctoral Students. *Canadian Journal of Higher Education*. 40 (2), 2010.

Lynda MADDOX

Title, Department: Professor of Marketing, Department of Marketing, Business School

Tenure Status: Tenured

Education: Ph.D., Southern Illinois University; M.A., Pennsylvania State University; B.A., Pennsylvania State University

Percent of Time Relevant to Program: 40%

Research and Teaching Specialization: China, advertising, marketing communications, internet marketing and advertising, consumer behavior, pharmaceutical marketing, focus group moderation and training

Select Courses Taught: MKTG 4149 Marketing Communications Planning, MKTG 4148 Advertising

Foreign Language Competence: French (3), Spanish (1)

Academic and Institutional Experience: Member, Academic Committee of the American Advertising Federation, American Marketing Association and the American Academy of Advertising

Overseas Experience:

Select Publications: "Factors Influencing Consumers' Online Shopping in China," with Wen Gong, *Journal of Asia Business Studies* 7:3 (2013); "Online Buying Decisions in China," with Wen Gong, *Journal of the American Academy of Business* 17:1 (Sept. 2011); "Effects of URLs in Traditional Media Advertising in China," with Wen Gong, accepted for publication in *International Marketing Review* 22:6 (2005); "Measuring Web Advertising Effectiveness in China: An Empirical Investigation," with Wen Gong, *Journal of Advertising Research* 43:1 (March 2003).

Distinctions: Editorial Board, *Journal of Advertising Education*

Edward MCCORD

Title, Department: Professor of History and International Affairs, Department of History

Tenure Status: Tenured

Education: Ph.D., University of Michigan, 1985; M.A., University of Michigan, 1978; B.A., Marian College, 1973

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Chinese and East Asian History; Chinese civil-military relations
Select Courses Taught: China to 1800; Modern China; The Uses of History in International Affairs; Late Imperial China; 20th Century China; East Asia: Past and Present

Foreign Language Competence: Chinese (4), Japanese (1), French (1)

Academic and Institutional Experience: Assistant Professor of History, Department of History, Univ. of Florida, 1986-94; Post-doctoral Fellow, Center for Chinese Studies, Univ. of California, Berkeley, 1985-86

Overseas Experience: Honorary Professor, Hunan Normal Univ., China, June 1998-present; Research, China, 1992-93; Fulbright Fellow, China, 1982; Dissertation research, China, 1981-83; Chinese Language Program, Taiwan, 1975-77

Select Publications: *Military Force and Elite Power in the Formation of Modern China* (Routledge, 2014); *The Power of the Gun: The Emergence of Modern Chinese Warlordism* (Univ. of California Press, 1993); "Military Atrocities in Warlord China," in Kai Filippiak, ed., *Civil-Military Relations in Chinese History: From Ancient China to the Communist Takeover* (Routledge, 2015); "Synarchy and the Chinese People: A Plea for Internationalization in Republican China," *Modern China*. 39:5 (Sept 2013); "Militia Training and State Control in Republican Hunan," *Journal of Chinese Military History* 1 (2012); "Victims and Victimizers: Warlord Soldiers and Mutinies in Republican China," in James Flath and Norman Smith, eds., *Beyond Suffering: Recounting War in Modern China*, (Univ. of British Columbia Press, 2011);

Distinctions: Donald A. Fleming Award for Distinguished Professional Achievement, Marian College, 2007; Teaching Incentive Program Award, Univ. of Florida, 1993-94; Award for Outstanding Undergraduate Teaching, College of Liberal Arts and Sciences, Univ. of Florida, 1991; Harry Harding Teaching Award, 2013; George Washington Award, 2014.

Number of dissertations/theses supervised in past five years: 3

Shawn MCHALE

Title, Department: Associate Professor of History and International Affairs, Department of History

Tenure Status: Tenured

Education: Ph.D., Cornell University, 1995; M.A., Cornell University, 1991; M.A., University of Hawaii, Manoa, 1985; B.A., Swarthmore College, 1982

Percent of Time Relevant to Program: 100%

East Asian Studies: 50%

Research and Teaching Specializations: Vietnamese history, Southeast Asian history, colonialism and decolonization, war and violence, print culture.

Select Courses Taught: History and Historians, Modern Southeast Asia; History, Trauma, and Memory; Comparative Colonialism: Asia and Africa, Vietnam: Colonialism, War, and Revolution

Foreign Language Competence: Vietnamese (4), French (4)

Academic and Institutional Experience: Director, Sigur Center for Asian Studies, and Director, Asian Studies Program, GWU, 2007-2008; Fulbright-Hays Fellow, 2007-08, Vietnam National Univ. – Social Sciences and Humanities (Ho Chi Minh City, Vietnam, 10.5 months) and Paris, France (1.5 months); 1995-1997.

Overseas Experience: about 17 years living abroad, 3 1/2 of which involved research.

Select Publications: "Ethnicity, Violence, and Khmer-Vietnamese Relations: the Significance of the Lower Mekong Delta, 1757-1954," *Journal of Asian Studies* (May 2013); "Understanding the Fanatic Mind? The Viet Minh and Race Hatred in the First Indochina War (1945-1954)," *Journal of Vietnamese Studies* (Oct. 2009); *Print and Power: Confucianism, Communism, and Buddhism in the Making of Modern Vietnam, 1920-1945*, Univ. of Hawaii Press, 2004. (shortlisted for the Benda Prize in Southeast Asian Studies, the highest prize in that field); "Vietnamese Marxism, Dissent, and the Politics of Postcolonial Memory: Tran Duc Thao, 1946-1993," *Journal of Asian Studies* (Feb. 2002).

Mike MOCHIZUKI

Title, Department: Associate Professor of Political Science and International Affairs

Tenure Status: Tenured

Education: Ph.D., Harvard University, 1982; A.B., Brown University, 1972

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Japanese politics and foreign policy, U.S.-Japan relations, East Asian security

Select Courses Taught: PSc 2374 Politics and Foreign Policy of Japan; PSc 2475 International Relations of East Asia; PSc 6349 International Security Politics; PSc 6467 Asian Security; PSc 6388 Japanese Politics; PSc 6369 Japanese Foreign Policy; PSc 6475 International Politics of East Asia

Foreign Language Competence: Japanese (4)

Academic and Institutional Experience: Director, Sigur Center for Asian Studies, 2001-05; Senior Fellow, The Brookings Institution, 1995-99; Co-Director, Center for Asia-Pacific Policy, RAND, 1993-94; Assoc. Prof. of International Relations, Univ. of Southern California, 1992-95; Consultant, Center for National Security Studies, 1990-95; Assistant Prof. of International Relations, Univ. of Southern California, 1989-92; Consultant for the U.S.-Japan Parallel Studies Program, 1984-89; Assistant Prof., Yale Univ., 1983-89; Director, Japan Forum of the Japan Institute, Harvard Univ., 1981-83;

Overseas Experience: Research Student and Fellow, Tokyo Univ. Faculty of Law, 1974-75, 1978-80

Select Publications: Co-author, *China's Military and the U.S.-Japan Alliance in 2030* (Carnegie Endowment for International Peace, 2013); "The U.S. Factor in Japan's Territorial Disputes," *Japan Spotlight* (2013); Co-author and co-editor, *Japan-US-China Triangle and the Okinawa Question: Toward Shared History and Common Security*, (Toshi Shobo, 2010); Co-author, *The Japan-U.S. Alliance and China-Taiwan Relations: Implications for Okinawa*, (Sigur Center for Asian Studies, 2008); *Japan in International Politics: The Foreign Policies of an Adaptive State*, (Lynne Rienner Publishers, 2007).

Distinctions: MacArthur Foundation Grant, 2012-14; MacArthur Foundation Asia Security Initiative Grant, 2009; Japan-US Friendship Commission Grant, 2007; Smith Richardson Foundation Grant, 1999; Chiang Ching-Kuo Foundation Grant, 1999; Japan Foundation Professional Fellowship, 1988

Henry NAU

Title, Department: Professor of Political Science and International Affairs, Department of Political Science

Tenure Status: Tenured

Education: Ph.D., Johns Hopkins University., 1973; M.A., Johns Hopkins University., 1967; B.S., Massachusetts Institute of Technology, 1963

Percent of Time Relevant to Program: 25%

Research and Teaching Specialization: U.S. foreign policy, international politics, US foreign economic policy, international political economy.

Select Courses Taught: Introduction to International Affairs; U.S. Foreign Policy Traditions; Presidents at War; Selected Topics in International Politics

Foreign Language Competence: German (3), French (1)

Academic and Institutional Experience: Director, U.S.-Japan-South Korea Legislative Exchange Program, 1989-present; Susan Louise Dyer Peace National Fellow, Hoover Institution, 2011-12; Fellow, Foreign Policy Institute, Johns Hopkins Univ., 1987; Fellow, Woodrow Wilson International Center for Scholars, 1987; Member, National Security Council, 1981-83; International Affairs Fellow, Council on Foreign Relations, 1975-77.

Overseas Experience: Ford Foreign Area Fellowship, Germany 1969-71; frequent travel to Europe/Asia.

Select Publications: *Conservative Internationalism: Armed Diplomacy Under Jefferson, Polk, Truman, and Reagan* (Princeton, 2013); *Perspectives on International Relations* (CQ Press, 4th Ed., 2014); *Worldviews of Rising Powers* (Oxford, 2012), Co-editor and Contributor; *At Home Abroad: Identity and Power in American Foreign Policy* (Cornell, 2002); *The Myth of America's Decline* (Oxford, 1990).

Distinctions: Order of the Rising Sun—Gold Rays with Neck Ribbon, 2016; Grant, Carnegie Corporation, 2009-present; Grant, Japan- U.S. Friendship Commission, 1989-present; Harry Harding Teaching Prize, GWU, 2007; Superior Honor Award, U.S. Department of State, 1977; Grant, National Science Foundation, 1974-75.

Setsuko NIITSU

Title, Department: Lecturer in Japanese, Department of East Asian Languages and Literatures

Tenure Status: Part-time

Education: M.A., University of Pittsburgh, 1986; B.A., Keio University, Japan, 1980

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Japanese Language.

Select Courses Taught: Beginning Japanese I & II.

Foreign Language Competence: Japanese (5)

Academic and Institutional Experience: Full Tuition Fellowship at Univ. of Pittsburgh.

Overseas Experience: Teaching Japanese to foreign students while living in Japan and Thailand.

Deepa OLLAPALLY

Title, Department: Research Professor of International Affairs; Associate Director, Sigur Center for Asian Studies; Director, Rising Powers Initiative

Tenure Status: Full-time, Non-tenure track

Education: Ph.D., Columbia University, 1991; M.A., Columbia University, 1984; B.A., Florida State University, 1976

Percent of Time Relevant to Program: 50%

Research and Teaching Specialization: Asian regional security; comparative politics of South Asia; identity politics in the international system; nuclear nonproliferation.

Select Courses Taught: IAFF 6308 International Relations of South Asia; IAFF 6328 Geopolitics of South Asia

Foreign Language Competence: Hindi (3), French (3)

Academic and Institutional Experience: Editorial Advisory Board, *Journal of International Studies*, India (March 2014-); Advisory Council Member, *Women in Security, Conflict Management and Peace*, New Delhi 1998-current; Board of Directors, *Women in International Security*, Washington, D.C. 2003-2010; South Asia Specialist, U.S. Institute of Peace, Washington, D.C., 1998-2003; Assistant Professor, Swarthmore College, 1991-1996

Overseas Experience: Visiting Professor, King's India Institute, King's College, 2016; Fellow, National Institute of Advanced Studies, India, 1996-98

Select Publications: *Energy Security in Asia and Eurasia*, co-editor with Mike Mochizuki and contributing author, (New York: Routledge Press, 2017); *Nuclear Debates in Asia: The Role of Geopolitics and Domestic Processes*, co-editor with Mike Mochizuki and contributing author (Lanham, MD: Rowman & Littlefield, 2016); "Debating India's Maritime Security and Regional Strategy toward China," *China-India Brief* No. 83, Lee Kuan Yew School of Public Policy, National University of Singapore, (November 10, 2016); "Understanding Indian Policy Dilemmas in the Indo-Pacific through an India-US-China Maritime Triangle Lens," *Maritime Affairs*, Vol. 12, No. 1 (Summer 2016); "China and India: Economic Ties and Strategic Rivalry," *Orbis* Vol. 58, No. 3 (Summer 2014); Co-editor and co-author, *Worldviews of Aspiring Powers: Domestic Foreign Policy Debates in China, India, Iran, Japan and Russia*, (Oxford University Press, 2012); *The Politics of Extremism in South Asia*, (Cambridge University Press, 2008)

Distinctions: Rotary International University Teaching Award, 1996; Presidential Fellow, Salzburg Seminar, 1995; Senior Fellowship, American Institute of Indian Studies, 1993

Miok PAK

Title, Department: Teaching Assistant Professor in the Korean Language, Department of East Asian Languages and Literatures

Tenure Status: Full time, non-tenure track

Education: Ph.D., Georgetown University, 2001; M.A., Ewha Womans University, 1991; B.A., Ewha Womans University, 1988

Percentage of Time Devoted to East Asia: 100%

Language Pedagogy Background: 2010-present: assistant professor of the Korean language at GWU; 2007-2010: Instructor of the Korean Language at GWU; 2006-2007 Program coordinator of the Korean program at Northern Virginia Community College, 2006 Part time linguistics instructor at Georgetown University

Foreign Language Competence: Korean (5)

Academic and Institutional Experience: Professorial Lecturer, Georgetown University, Washington DC and Northern Virginia Community College, Virginia; Postdoctoral Research Fellow, Georgetown University, Washington DC

Research/Teaching Specialization: Korean language, linguistics, culture

Select Courses Taught: KOR 1001 Beginning Korean I; KOR 1002 Beginning Korean II; KOR 3105 Intermediate Korean III; KOR 3123 Introduction to Korean Linguistics

Overseas Experience: Lecturer of English Conversation, Department of English and English Literature, Ewha Woman's University, Seoul, Korea; Lecturer of Reading comprehension in English, Korea Military Academy, Seoul, Korea

Select Publications: *Business Korean* (in print, with Young-Key Kim-Renaud, by Routledge Publishing, United Kingdom); The speaker-addressee relation at the syntax-semantics interface (in print, with Paul Portner, Raffaella Zanuttini, in *Language*); 2015, Toward understanding the syntactic representation of honorifics in Korean, Whitman, John and Lucien Brown (eds.), *Honorific language and linguistic politeness in Korean. Korean Linguistics* 17:2.132-166; John Benjamins 2012. A syntactic analysis of interpretive restrictions on imperative, promissive, and exhortative subjects. *Natural Language & Linguistic Theory*: Volume 30, Issue 4: 1231-1274

Distinctions: Nominated for Bender Teaching Award; Nominated for Phenomenal Female Professor; Academy of Korean Studies Grant (with Young-Key Kim-Renaud); Sigur Center for Asian Studies Summer research grant (with Young-Key Kim-Renaud)

Number of dissertations/theses supervised in past five years: 2

Yoon-shik PARK

Title, Department: Professor of International Business, School of Business

Tenure Status: Tenured

Education: Ph.D., The George Washington University, 1976; M.A., The George Washington University, 1973; D.B.A., Harvard University, 1970; M.B.A., Fairleigh Dickinson University, 1967; B.A., Kyung Hee University, Seoul, Korea, 1963.

Percent of Time Relevant to Program: 50%

Research and Teaching Specializations: International Banking and finance.

Select Courses Taught: International Business Finance; International Financial Environment.

Foreign Language Competence: Korean (5)

Academic and Institutional Experience: Visiting Associate Professor, Columbia Univ. Graduate School of Business, 1980; Member, Board of Directors, Korea Economics Institute of America, Inc, 1992-present; Financial Advisor (1978-1979) and Board of Directors Member (1978-1979 & 1998-2009), Samsung Corp, 1978-1979; Senior Financial Economist, World Bank, 1970-1977; Professorial Lecturer in International Finance, Georgetown Univ., 1975-1977; Research Assistant to Professor Eli Shapiro, Harvard Business School, 1969-1970.

Overseas Experience: Consultant: World Bank, Asian Development Bank, Inter-American Development Bank, International Finance Corporation, USAID, OPIC, U.S. Export-Import Bank, Royal Bank of Canada, Kuwait Institute of Banking Studies, Ministry of Finance of Turkey, Central Bank of Nigeria, State Bank of Pakistan, among other Global institutions; Financial Advisor (1978-1979) and Board of Directors Member (1978-1979 & 1998-2009), Samsung Corp, 1978-1979; B.A., Law, Kyung Hee Univ., Seoul, Korea, 1963.

Select Publications: “Déjà vu: Is Korea the Next Japan,” a chapter of a book, *2015 On Korea*, Volume 8, Korea Economic Institute, Washington, 2015; “Need for a Paradigm Change for the East Asian Economy,” Part I, Chapter 2 of a book, Shiping Hua and Ruihua Hu, editors, *East Asian Development Model: Twenty-First Century Perspective*, Routledge Publishers, New York, 2015; “The Role of Financial Innovations in the Current Global Financial Crisis,” *Seoul Journal of Economics*, Summer 2009; “The Economic Case for the Asian Monetary Fund,” *International Journal of Korean Studies*, Spring 2009; *The Inefficiencies of Cross-border Payments: How Current Forces Are Shaping the Future*, a paper published by Visa Commercial, Aug. 2007; *The Korean Bond Market: Post Asian Crisis and Beyond*, Korea Stock Exchange (2003); *Project Financing and International Financial Markets*, Kluwer Academic Publishers (1999).

Distinctions: Wall Street Journal Achievement Award, 1967.

Sebastian PEYROUSE

Title, Department: Research Professor of International Affairs, Elliott School of International Affairs

Tenure Status: Non-tenure Track

Education: Ph.D., Institut National des Langues et Civilisations Orientales, 2002; M.A., Institut National des Langues et Civilisations Orientales, 1997; B.A., Institut National des Langues et Civilisations Orientales, 1994

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Political systems in Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan), economic and social issues, Islam and religious minorities, and Central Asia’s geopolitical positioning toward China, India and South Asia.

Foreign Language Competence: Russian (4), French (5), German (2), Chinese (1)

Academic and Institutional Experience: Associated Scholar, the Institute for International and Strategic Relations, IRIS, Paris; Associated Scholar, Fundación para las Relaciones Internacionales y el Diálogo Exterior (FRIDE, Madrid); Member, EUCAM, Brussels; Senior Research Fellow, Central Asia-Caucasus Institute & Silk Road Studies Program, SAIS Johns Hopkins Univ. & the Institute for Security and Development Policy, Stockholm, 2008-2012; Research Fellow, Woodrow Wilson International Center for Scholars, 2006-2007; The Central Asia-Caucasus Institute & Silk Road Studies Program (Johns Hopkins Univ.’s School of Advanced International Studies).

Overseas Experience: Institute for Security and Development Policy (Stockholm); Visiting Research Fellow at SIPRI (Stockholm International Peace Research Institute), Stockholm; Visiting Research Fellow in India, Foundation Maison des Sciences de l’homme and Indian Univ. Grant Commission; Visiting Research Fellow, The Swedish Foundation for International Cooperation in Research and Higher Education; Research Fellow, Slavic Research Center, Hokkaido Univ., Sapporo, Japan, July-Sept. 2006; Research Fellow, French Institute for Central Asian Studies (IFEAC), Tashkent, Uzbekistan. In Charge of the Research Program “Religion, Politics and Ethnicity in Post-Soviet Central Asia,” Sept. 2002-Aug. 2005; Avoisier Fellow, French Ministry of Foreign Affairs, Almaty, Kazakhstan; Visiting Fellow, French Institute of Anatolian Studies, Istanbul, Turkey; Doctoral Fellow, French Institute for Central Asian Studies, Tashkent, Uzbekistan, Sept. 1998-Oct. 2000.

Select Publications: “Caught between two big powers? Central Asia under the weight of Russian and Chinese Influence,” *Asian Forum*, 2016; “Discussing China: Sinophilia And Sinophobia In Central Asia,” *Journal of Eurasian Studies*, vol. 7, no. 1 (2015); “Central Asia: The New Silk Road Initiative’s Questionable Economic Rationality,” *Eurasian Geography and Economics*, vol. 56, no. 4 (2015), (co-

authored with Gael Raballand); *Globalizing Central Asia. Geopolitics and the Challenges of Economic Development* (Armonk: M.E. Sharpe, 2012), co-authored with Marlene Laruelle; *The 'Chinese Question' in Central Asia. Domestic Order, Social Changes and the Chinese Factor* (London, New York: Hurst and Columbia Univ. Press, 2012), co-authored with Marlene Laruelle; *Turkmenistan. Strategies of Power, Dilemmas of Development* (Armonk: M.E. Sharpe, 2011); *Histoire de l'Asie centrale contemporaine* [History of Contemporary Central Asia] (Paris: Fayard, 2008, 313 p.), co-authored with Pierre Chuvin et René Létolle; *Des chrétiens entre athéisme et islam: regards sur la question religieuse en Asie centrale soviétique et post-soviétique* [Christians Between Atheism and Islam: Studies of Religion in Soviet and Post-Soviet Central Asia], (Paris: Maisonneuve & Larose/IFEAC, 2003, 406 p.).

Anupama PHENE

Title, Department: Professor of International Business, International Business Department

Tenure Status: Tenured.

Education: Ph.D., University of Texas at Dallas, 1999; M.B.A., Indian Institute of Management, 1990; B.S., Bombay University, 1988

Percent of Time Relevant to Program: 30%

Research and Teaching Specializations: Innovation and Knowledge Transfer in International Business; International Business Strategy; Multinational Firms.

Select Courses Taught: International Business Strategy; Managing the Multinational Firm; Doctoral Seminar on Knowledge in the International Economy.

Foreign Language Competence: Hindi (5), Marathi (5), French (1)

Academic and Institutional Experience: Associate Professor of Strategy (2006-2008), Assistant Professor of Strategy (1999-2006), Univ. of Utah, 1999-2008.

Overseas Experience: American Express Bank (India), SCICI (India).

Select Publications: "Intergovernmental organizations and innovation," Jandhyala S. and A. Phene. *Administrative Science Quarterly*, 2015 60(4): 712-743; "Communities and knowledge: An investigation of the influences of the innovativeness of Indian inventors in the U.S. semiconductor industry," Almeida P., Phene A. and S. Li. *Organization Science*, 2015 26(1): 198-217.

Distinctions: Organization Science, Best Reviewer Award, 2016; GW School of Business, Undergraduate Teaching Excellence Award, 2016; GW School of Business, Philip Grub Distinguished Scholar in International Business, 2002-onward; Journal of International Business Studies, Best Reviewer Award, 2014; GW, Trachtenberg Prize for Teaching Excellence; Tucker Fellow.

Number of dissertations/theses supervised in past five years: 2

Tashi RABGEY

Title, Department: Research Professor of International Affairs, Elliott School of International Affairs

Tenure Status: Contract

Education: Ph.D., Harvard University, 2011; LL.M., University of Cambridge, 1995; M.A., University of Oxford, 1994; B.A., University of Toronto, 1992

Other Academic, Institutional, or Professional Experience: Visiting Scholar, Sichuan University (Fall 2015); Fellow, Public Intellectual Program, National Committee on US-China Relations (2011-2013); Co-director, Tibet Center, University of Virginia (2008-2011); Lecturer in Contemporary Tibetan Studies, East Asia Center, University of Virginia (2008-2011); Founding director, Tibet Sustainable Governance Program, Tibet Center, University of Virginia (2009-2011); Instructor, Legal Clinic, Human Rights Clinic, University of Virginia Law School (Spring 2010).

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Statehood, territorial politics and comparative autonomies; legal pluralism, Chinese constitutionalism and nationality law; international legal theory and sovereignty; public policy and governance in Tibet; Sino-Tibetan relations, Greater China

Foreign Language Competence: Tibetan (5), Chinese (4), French (2), German (1)

Overseas Experience: Traveling to Tibet since 1987; conducting fieldwork in Tibet for 16 years; conducted nearly 2 years of PhD fieldwork in Taiwan; have also conducted fieldwork in Iraqi Kurdistan and Turkey (2012); as well as Moroccan-controlled Western Sahara (2018).

Select Publications: “Sino-Tibetan Dialogue in the Post-Mao Era: Lessons and Prospects” (Co-authored, East West Center 2004); “NewTibet.com: Citizenship as Agency in a Virtual Tibetan Public,” in *Tibetan Modernities: Notes from the Field on Cultural and Social Change*, Brill 2008; “Post Cards from an Imaginary Homeland,” mehak.com.

Distinctions: Led the development of a unique 7-year academic dialogue with official policy researchers of the Chinese State Council Development Research Center in Beijing on the question of Tibet (www.tgapforum.org). The process involved academic institutions across North America and Europe, including Harvard Fairbank Center, McGill University and Oslo University Law School

Sean ROBERTS

Title, Department: Associate Professor of the Practice of International Affairs, Elliott School of International Affairs

Tenure Status: Non-tenure Track, Contract

Education: Ph.D., University of Southern California, 2001; M.A., University of Southern California, 1995; B.A., Bowdoin College, 1990.

Percent of Time Relevant to Program: 50%

Research and Teaching Specialization: Development theory, democracy development, media and development, culture and politics, indigenous rights, Central Asia, former Soviet Union, China.

Select Courses Taught: International Development Studies Cornerstone; International Development Studies Capstone.

Foreign Language Competence: Russian (4), Uyghur (3), Uzbek (2)

Academic and Institutional Experience: Senior Program Officer, Center for Civil Society and Governance Academy for Educational Development, 2007-08; Central Asian Affairs Fellow, Georgetown Univ., 2006-08.

Overseas Experience: Senior Democracy Advisor, U.S. Agency for International Development, Central Asian Region, 2003-6; Democracy and Media Specialist, U.S. Agency for International Development, Kyrgyzstan, 2002-03; Democracy Specialist, U.S. Agency for International Development, Central Asian Region, 1998-2000.

Select Publications: “Why the Carrot isn’t Working, Either,” (with Scott Radnitz), *Foreign Policy*, Nov. 11, 2013; “Tiananmen Crash: Terrorism or a Cry of Desperation?” *Opinion Piece for CNN International*, Oct. 31, 2013; “Doing the Democracy Dance in Kazakhstan: Democracy Development as Cultural

Encounter," *Slavic Review*, (2012); "Kazakhstan and the United States: Twenty Years of Ambiguous Partnership," *Atlantic Council Issue Brief*, (2011); "Imagining Uyghurstan: Re-evaluating the Birth of the Modern Uyghur Nation," *Central Asian Survey* 28:4, (2009); "Saving Democracy Promotion from Short-Term Foreign Policy Interests in Central Asia," *A Century Foundation Report*, (2009); "The Dawn of the East: A Uyghur Community Between Central Asia and China," in *Situating the Uyghurs* (Ashgate, 2007).

David SHAMBAUGH

Title, Department: Professor of Political Science and International Affairs, Department of Political Science, Director, China Policy Program

Tenure Status: Tenured.

Education: Ph.D., University of Michigan, 1989; M.A., Johns Hopkins University, 1980; B.A., The George Washington University, 1977

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: China; East Asia.

Select Courses Taught: Chinese Foreign Policy; Chinese Politics; International Relations of East Asia.

Foreign Language Competence: Chinese (4)

Academic and Institutional Experience: Distinguished Visiting Professor, Nanyang Technological Univ., Singapore, 2017; Senior Fulbright Scholar, China Academy of Social Sciences, 2009-10; Nonresident Senior Fellow, Center for East Asian Policy Studies, The Brookings Institution, 1998-2015; Reader in Chinese Politics, School of Oriental & African Studies, Univ. of London; Director, Asia Program, Woodrow Wilson International Center for Scholars, 1986-1987; Distinguished Visiting Professor, Australian National Univ.; Analyst, National Security Council East Asia Bureau & Department of State's Bureau of Intelligence & Research, 1976-1978.

Overseas Experience: Visiting scholar or professor at universities in Australia, China, Hong Kong, Italy, India, Japan, Russia, and Taiwan; has visited China for 37 consecutive years.

Select Publications: *China's Future* (Polity Press, 2016); *The China Reader: Rising Power* (Oxford Univ. Press, 2016); *China Goes Global: The Partial Power* (Oxford Univ. Press, 2013); *Tangled Titans: The United States and China* (Rowman & Littlefield, 2012); *Charting China's Future* (Routledge, 2011).

Distinctions: Member, International Institute for Strategic Studies; Member, Council on Foreign Relations; Member, U.S. Asia-Pacific Council; Ford Foundation, Rockefeller Foundation, Smith Richardson Foundation, German Marshall Fund, British Academy, & U.S. National Academy of Sciences grant recipient; Fellow, Woodrow Wilson International Center for Scholars; Honorary Research Professor, Shanghai Academy of Social Sciences, 2008-present; Senior Fulbright Research Scholar at the Chinese Academy of Social Sciences Institute of World Economics & Politics in Beijing, 2009-2010, and **Number of dissertations/theses supervised in past five years:** 2

Robert SHEPHERD

Title, Department: Adjunct Professor of International Affairs and Anthropology, Department of Anthropology

Tenure Status: Part-time (half-time)

Education: Ph.D., George Mason University, 2002; M.A., Northeastern University, 1982; B.A., University of Delaware, 1980

Percent of Time Relevant to Program: 50%

Research and Teaching Specialization: Development, human rights, cultural heritage, tourism.

Select Courses Taught: Development Anthropology; Human Rights & Ethics; East Asian Ethnography; Anthropology of Tourism; Development: Theory, Policy, Practice; Human Rights & Ethics.

Foreign Language Competence: Chinese (3), Indonesian (3), Nepali (3), French (2)

Academic and Institutional Experience: Instructor, Institute for Educational Transformation, Graduate School of Education, George Mason Univ., 1996-2000; Technical Trainer, UN Development Program, 1994-96; Instructor, Beijing International Studies Univ., 1989-1992; Peace Corps Volunteer, Sri Dilpeshwar Secondary School, Dipayal, Doti, Nepal, 1985-88.

Overseas Experience: Visiting Professor, National Chung Hsing Univ., Dept of Foreign Languages and Literature, Taichung, Taiwan, 1993-94; Instructor, United Nations Development Program Training Institute, Beijing International Studies Univ., Beijing, China, 1989-92; Peace Corps Volunteer, Diapayal, Doti, Nepal, 1985-1988.

Select Publications: *Rethinking Cosmopolitanism: Tourists and Tourism in Theory and Practice* (ed.), Rowman & Littlefield, 2018; "Cosmopolitanism Nationalism and the Heritage of Shame: Comfort Women Memorials and the Legacy of Slavery in the United States," *International Journal of Cultural Policy*, forthcoming 2018; "UNESCO's Tangled Web of Preservation: Community, Heritage, and Development in China," *Journal of Contemporary Asia* 47:4 (2017); "Why Heidegger did not Travel: Existential Angst, Authenticity, and Tourist Experiences," *Annals of Tourism Research* 52:2 (May 2015); "Civilization-Making and its Discontents: The Venice Charter and Heritage Policies in China," *Change Over Time: An International Journal of Conservation and the Built Environment* 4:2 (Fall 2014); *Faith in Heritage: Displacement, Development, and Religious Tourism in Contemporary China* (Left Coast Press, 2013); co-author, *Heritage Management, Tourism and Governance in China* (Springer Press, 2013); "Heritage as a Development Resource in China: A Case Study in Heritage Preservation and Human Rights" in Garrod and Fyall (eds.), *Contemporary Cases in Heritage*, I (Goodfellow Publishers, 2013); "Shaping Heritage to Serve Development: Bureaucratic Conflict and Local Agency at Two Chinese Heritage Sites," in Sarah Lyon and Christian Wells (eds.), *Contested Economies: Global Tourism and Cultural Heritage*, (Alta Mira Press, 2011).

David SHINN

Title, Department: Professorial Lecturer of International Affairs, Elliott School of International Affairs

Tenure Status: Part-time

Education: Ph.D., The George Washington University, 1980; M.A., The George Washington University, 1964; B.A., The George Washington University, 1963

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: China-Africa relations, East Africa and the Horn, terrorism, Islamic fundamentalism, conflict situations, Turkey-Africa relations.

Select Courses Taught: China and Africa; Rising China and Africa; US Policy in Africa.

Foreign Language Competence: Swahili (2), French (3)

Academic and Institutional Experience: Senior Fellow and Diplomat in Residence, School of Public Policy and Social Research, Univ. of California, 1999-2000; Director for East African Affairs, U.S. Department of State, 1993-1996; State Department Deputy Task Force Director and then Coordinator for Somalia, 1992-1993; Special Assistant to the Director, Foreign Service Institute, 1990-1991

Overseas Experience: Ambassador to Ethiopia, 1996-99; Ambassador to Burkina Faso, 1987-90; Deputy Chief of Mission, U.S. Embassy, Sudan, 1983-86; Deputy Chief of Mission, U.S. Embassy Yaounde, Cameroun, 1981-83; Deputy Chief of Mission, U.S. Embassy Nouakchott, Mauritania, 1974-76;

Select Publications: *Hizmet in Africa: The Activities and Significance of the Gulen Movement* (Tsehai Publishers, 2015); Co-author, *Historical Dictionary of Ethiopia* (Scarecrow Press, 2013); Co-author *China and Africa: A Century of Engagement* (Univ. of Pennsylvania Press 2012).

Distinctions: Member, American Academy of Diplomacy, 2017.

Ronald SPECTOR

Title, Department: Professor of History and International Affairs, Department of History, Elliott School of International Affairs

Tenure Status: Tenured

Education: Ph.D, Yale University, 1967; M.A. Yale University, 1966; A.B., Johns Hopkins University, 1964.

Percent of Time Relevant to Program: 40%

Research and Teaching Specializations: Military and diplomatic history; 20th century Asia.

Select Courses Taught: U.S. and the Vietnam War; U.S. Diplomatic History; World War II; Strategy and Military History.

Foreign Language Competence: French (2), German (2)

Academic and Institutional Experience: Harold K. Johnson Visiting Professor of Military History, U.S. Army War College, 2005-2006; Distinguished Visiting Professor of Strategy, National War College, 1995-1996; Member, Center for Strategic and International Studies Panel on Professional Military Education, 1995-1997; Consultant, Chairman Joint Chiefs of Staff, 1991-1992; Guest Scholar, Woodrow Wilson International Center for Scholars, 1990; Professor of History, Univ. of Alabama, 1986-1990; Director of Naval History and Curator for the Navy Department 1986-1989; Historian, Southeast Asia Branch, U.S. Army Center of Military History, 1971-1984 (Acting Chief, Southeast Asia Branch, 1979-1980, 1982, 1983); Assistant in Instruction, Yale Univ., 1966-1967; Lt.Col. USMCR, active duty, Vietnam, Lebanon-Grenada, and Gulf War.

Overseas Experience: Fulbright Visiting Professor, National Univ. of Singapore, 2007; Distinguished Guest Professor, Faculty of Law, Keio Univ., Tokyo 2000; APSIA Visiting Professor, School of International Affairs, Ritsumeikan Univ., Kyoto, Japan 1998; Fulbright Senior Lecturer in History, Haifa Univ., Israel, 1993-1994; USIA Visiting Lecturer, Taiwan, New Zealand, Fiji, 1985. China, Australia 2005; Fulbright-Hays Senior Lecturer in International Relations, New Delhi, India, 1977-1978; USIA Visiting Lecturer, Philippines, Thailand, 1977.

Select Publications: *In the Ruins of Empire: The Japanese Surrender and the Battle for Postwar Asia* (Random House 2007); *At War At Sea: Sailors and Naval Combat in the Twentieth Century*, (Viking/Penguin 2001); *After Tet: The Bloodiest Year in Vietnam*, (Free Press, 1993); *Listening to the Enemy: Key Documents on the Role of Communications Intelligence in the War with Japan*, (Scholarly Resources, 1977); *Eagle Against the Sun: The American War with Japan*, (Free Press/Macmillan, 1984).

Distinctions: Samuel Elliott Morison Prize in Military History; Theodore and Franklin Roosevelt Prize in Naval History.

Number of dissertations/theses supervised in past five years: 4.

Janet STEELE

Title, Department: Associate Professor of Media and Public Affairs and International Affairs; Director, Institute for Public Diplomacy and Global Communication, School of Media and Public Affairs

Tenure Status: Tenured

Education: Ph.D., Johns Hopkins University, 1986; M.A., Johns Hopkins University, 1982; B.A., The College of William and Mary, 1979

Percent of Time Relevant to Program: 60%

Research and Teaching Specializations: Journalism in Southeast Asia; Journalism and Islam in Indonesia and Malaysia; Media in the developing world; Theory and practice of journalism; Media history; Narrative journalism.

Select Courses Taught: Media in the Developing World.

Foreign Language Competence: Indonesian (4), Malay (3)

Academic and Institutional Experience: Assistant Professor, Department of Rhetoric and Communication Studies, Univ. of Virginia, 1986-1995; Guest Scholar, Media Studies Project, The Woodrow Wilson Center, Summer, 1991; Research Fellow, The Gannett Center for Media Studies, Columbia Univ., New York, 1985-1986.

Overseas Experience: US State Department speaker specialist in 13 countries: Indonesia, Malaysia, Timor Leste, The Philippines, Vietnam, Cambodia, Brunei, Taiwan, India, Bangladesh, Myanmar, Sudan, Egypt; Fulbright Research and Lecturing Award, Dr. Soetomo Press Institute, Jakarta Indonesia, Sept. 2005-June 2006.

Select Publications: *Email Dari Amerika* [Email from America], Yayasan Pantau, 2014; *Wars Within: The Story of Tempo, an Independent Magazine in Soeharto's Indonesia*, Equinox Publishing, 2005; *The Sun Shines for All: Journalism and Ideology in the Life of Charles A. Dana*, Syracuse Univ. Press, 1993; "Journalism and Islam in Indonesia and Malaysia, Five Approaches," *Studia Islamika*, 21:3 (2014); "Trial by the Press: an Examination of Journalism, Islam, and Ethics in Indonesia & Malaysia," *International Journal of Press/Politics*, Vol. 18 (July 2013); "Journalism and 'the call to Allah': Teaching journalism in

Indonesia's Islamic Universities and State Institutes," *Int'l Journal of Communication* 6 (2012); "The Making of the 1999 Indonesian Press Law," *Indonesia*, Oct. 2012; "Justice and Journalism: Islam and Journalistic Values in Indonesia and Malaysia," *Journalism: Theory, Practice, and Criticism*, 2011, 12 (5); "Professionalism Online: How *Malaysiakini* Challenges Authoritarianism," *Int'l Journal of Press/Politics*, 2009, 14; "The Voice of East Timor: Journalism, Ideology, and the Struggle for Independence," *Australian Asian Studies Review*, Sept. 2007.

Distinctions: Fulbright Senior Research and Lecturing Award, 2005-2006. Dr. Soetomo Press Institute, Jakarta Indonesia; Fulbright Senior Specialist in the field of Journalism and Media Studies, March 2002-2005; Fulbright Senior Lecturing Award, The American Studies Center, The Univ. of Indonesia, Jakarta, Indonesia, 1997-1998.

Steven SURANOVIC

Title, Department: Associate Professor of Economic and International Affairs, Department of Economics

Tenure Status: Tenured.

Education: Ph.D., Cornell University, 1989; M.S., Cornell University; B.S., University of Illinois

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: International economics; international trade policy analysis; and fairness in international trade.

Select Courses Taught: International Trade; Survey of International Economics; Principles of Economics; International Finance.

Foreign Language Competence: Chinese (1)

Academic and Institutional Experience: Fulbright Professor in China, Sichuan Univ., 2002; Adjunct Professor, Cornell Univ.'s Washington DC program, ongoing.

Overseas Experience: Research (above) and 8 years of short term summer abroad courses in China.

Select Publications: A Moderate Compromise: Economic Policy Choice in an Era of Globalization, Palgrave-Macmillan, 2010.; *International Trade: Theory and Policy*" (Flat World Knowledge, v1.0 2010; v2.0 2015); "Satisfiers Require Moral Constraints," (2016) *Society*, 53 (3); "Trade Liberalization and Culture," with Robert Winthrop, (2014) *Global Economy Journal*, 14(1); "Fossil Fuel Addiction and the Implications for Climate Change Policy," (2013) *Global Environmental Change*, 23(3).

Distinctions: Fulbright Professor in China, Sichuan Univ., 2002.

Number of dissertations/theses supervised in past five years: 5 as committee member

Robert SUTTER

Title, Department: Professor of Practice of International Affairs, Elliott School of International Affairs

Tenure Status: Non-tenured Track, Contract

Education: Ph.D., Harvard Univ., 1975

Percent of Time Relevant to Program: 90%

Research and Teaching Specializations: Contemporary East Asia; US Foreign Policy toward East Asia and the Pacific.

Select Courses Taught: East Asia—Past and Present; US-Asia: Critical Issues; China's Rise and Implications; U.S.-Chinese Relations; Taiwan.

Foreign Language Competence: Chinese (1), French (1), Italian (1)

Academic and Institutional Experience: 10 years full-time teaching at Georgetown Univ.'s School of Foreign Service and part-time for thirty years at Georgetown, George Washington, Johns Hopkins Universities, or the Univ. of Virginia; Full-time US government career (1968-2001) with work on Asian/Pacific affairs and US foreign policy at the Congressional Research Service of the Library of Congress, the CIA, the Department of State, and the Senate Foreign Relations Committee.

Overseas Experience: Univ. semester abroad in Italy; Repeated trips abroad (approximately 3 weeks/year) for research, briefings, or public speaking as an officer in the U.S. Executive Branch and the US Congress 1975-2001 and as an academic specialist 2001-present.

Select Publications: *The United States and Asia* (Rowman and Littlefield 2015); *Chinese Foreign Relations After the Cold War*—fourth edition (Rowman and Littlefield 2016); *U.S.-Chinese Relations*—second edition (Rowman and Littlefield 2013); *Foreign Relations of the PRC: The Legacies and Constraints of China's International Politics since 1949* (Rowman and Littlefield 2013).

Distinctions: Distinguished Service Award, The Library of Congress.

Number of dissertations/theses supervised in past five years: Committee member for 12 Ph.D.s

Richard THORNTON

Title, Department: Professor of History and International Affairs, Elliott School of International Affairs

Tenure Status: Tenured.

Education: Ph.D., University of Washington, 1966; B.A., Colgate University, 1961

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Political developments in China and Russia, U.S. foreign relations, and Sino-Soviet Relations.

Select Courses Taught: Writing Cold War History; Writing Modern Chinese History; History of American Foreign Policy from World War II to Vietnam; History of American Foreign Policy from Vietnam to Reagan; History of Chinese Communism.

Foreign Language Competence: Chinese (3)

Academic and Institutional Experience: 1955-59, Chinese language translator, USAF; 1975-85, Lt. Col. USAF Reserve (Ret.); 1966-67, Research Associate, Far Eastern and Russian Institute, Univ. of Washington.

Overseas Experience: 1956-58 Chinese language translator, USAF, Based in Japan and Korea.

Select Publications: *The Reagan Revolution IV: From Victory to the New World Order*, DJT Analytics LLC, 2013; *The Reagan Revolution III: Defeating the Soviet Challenge*, Trafford, 2009; *The Reagan Revolution II: Rebuilding the Western Alliance*, Trafford, 2006; *The Reagan Revolution I: The Politics of U.S. Foreign Policy*, Trafford, 2003; *Odd Man Out: Truman, Stalin, Mao, and the Origins of the Korean War*, Brassey's, 2000. *Falklands Sting: Reagan, Thatcher, and Argentina's Bomb*, Brassey's, 1998.

Alvin TSAO

Title, Department: Adjunct Professorial Lecturer of Exhibition Design, Corcoran School of Art

Tenure Status: Part-time, non-tenure track

Education: M.S., University of Illinois at Champaign-Urbana; B.S., Fu-Jen Catholic University, Taiwan; Chinese Seal Carving, study under Master Pei-Yueh Wang, Taiwan; Chinese Calligraphy, study under Master Pei-Yueh Wang, Taiwan; Chinese Water Color Painting, study under Master Yen-Chiao Kuo, Taiwan; Chinese Calligraphy, study under Master Liu-Tseng Yang, Taiwan

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Design and fabrication; Chinese calligraphy

Select Courses Taught: Materials, Finishes, and Methods (Corcoran); East Asian Calligraphy

Foreign Language Competence: Chinese (5)

Academic and Institutional Experience: Senior Technical Designer at The PRD Group in Chantilly, VA (2002-present)

Overseas Experience: Born and educated in Taiwan

Museum Productions: Lewis & Clark Bicentennial Exhibition, Missouri Historical Society, St. Louis, MS, East and West Galleries; United States Botanic Garden; "West Point – In the Making of America", National Museum of American History, Smithsonian Institution; Tredegar National Civil War Center; Corinth Civil War Interpretive Center; Smithsonian American Art Museum; Museum of the Albemarle; George W. Bush Presidential Center Museum, Dallas, TX

Takae TSUJIOKA

Title, Department: Teaching Assistant Professor in Japanese Language, Department of East Asian Languages and Literatures

Tenure Status: Full-time, Contract

Education: Ph.D., Georgetown University, 2001; M.A., Southern Illinois University, Carbondale, 1995; B.A., Southern Illinois University, Carbondale, 1993; B.A., Osaka Kyoiku University, Japan, 1992

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Language Pedagogy, Linguistics.

Select Courses Taught: Beginning Japanese I & II; Intermediate Japanese I, II, III, & IV; Advanced Conversation and Composition I & II; Readings in Modern Japanese I & II; Directed Reading I.

Foreign Language Competence: Japanese (5)

Academic and Institutional Experience: 2001-2007 Adjunct Assistant Professor of Japanese Department of East Asian Languages and Cultures, Georgetown Univ.; 2007 Assistant Librarian, Japanese Studies Bibliographer Collection Department, Lauinger Library Georgetown Univ., Washington DC; 1995-2001 Graduate Teaching Fellow, Department of Linguistics, Georgetown Univ.

Overseas Experience: 1989-1992 Liberal Arts, European and American languages and Culture, Osaka Kyoiku Univ., Osaka

Select Publications: *Intermediate Japanese: A Grammar and Workbook*. Routledge, 2012, (co-authored with Shoko Hamano); “Idioms, Mixed Marking, and the Base-generation Hypothesis for Ditransitives in Japanese.” *Journal of East Asian Linguistics*, 20(2), 2011; *Basic Japanese: A Grammar and Workbook*, Routledge, 2011, (co-authored with Shoko Hamano); “Argument Structure and Ditransitive Verbs in Japanese,” *Journal of East Asian Linguistics* 13 (2004), (co-authored with Shigeru Miyagawa); *The Syntax of Possession in Japanese*. New York: Routledge Publishers, 2002.

Distinctions: 2010 Bender Award for Teaching Excellence, George Washington University

Elanah URETSKY

Title, Department: Assistant Professor, Global Health, Anthropology, and International Affairs

Tenure Status: Pre-tenure (decision pending this year)

Education: Ph.D., Columbia University, 2007

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Health and anthropology

Select Courses Taught: Ethics and cultural competence for global health research, Anthropology of Global Health, Global Health Study Design, Qualitative Methods for Global Health Research

Foreign Language Competence: Chinese (4)

Academic and Institutional Experience: Postdoctoral Fellow, Yale University

Overseas Experience: Extensive research experience in China

Select Publications: *Occupational Hazards: Sex, Business and HIV in Post-Mao China*. Stanford University Press, 2016; “In search of results: Anthropological interrogations of evidence-based global health” in “Introduction to Special Section on the Anthropological Perspectives on the Uses of Evidence in Global Health,” *Critical Public Health* (In Press); “‘We Can’t Do that Here’: The Challenges of Implementing Evidence Based Global HIV Prevention Campaigns in a Southwest Chinese Community,” *Critical Public Health* Special Section on the Anthropological Perspectives on the Uses of Evidence in Global Health (In Press); “‘Sex’ – It’s not only Women’s Work: A Case for Refocusing on the Functional Role that Sex Plays in Work for both Women and Men,” *Critical Public Health* 25(1): 78-88, 2015; “The Effects of Antismoking Messages From Family, School, and Mass Media on Smoking Behavior and Smoking Intention Among Chinese Adolescents,” *Journal of Health Communication* (2015)

Distinctions: PIP Fellow, National Committee on US-China Relations

Number of dissertations/theses supervised in past five years: 20

Ronald WALDMAN

Title, Department: Professor of Global Health, Department of Global Health

Tenure Status: Non-Tenure Track, Contract

Education: M.D., Univ. of Geneva, Switzerland, 1975; M.P.H, Johns Hopkins School of Hygiene and Public Health, 1979; B.A., Univ. of Rochester, New York, 1967

Percent of Time Relevant to Program: 25%

Research and Teaching Specializations: Health in humanitarian settings; International disaster relief; Maternal and child health; Infectious diseases.

Select Courses Taught: Global Health and Development; Public Health in Complex Emergencies; Conflict and Health.

Foreign Language Competence: French (4)

Academic and Institutional Experience: Volunteer in the World Health Organization's Smallpox Eradication Program, Bangladesh, 1975-76; 1975-76; Somalia Ministry of Health, 1980-82; CDC Regional Epidemiologist, Cote d'Ivoire, 1983-85. Coordinator of the Cholera Control Task Force at the World Health Organization, Geneva, Switzerland, 1992-1994. Technical Director of the USAID-funded BASICS (CDC assignment), 1994-1999. Professor of Clinical Population and Family Health and Professor of Clinical Epidemiology at Columbia Univ.'s Mailman School of Public Health, 1999 (Founder and Director, Program on Forced Migration and Health). WHO Coordinator during the tsunami emergency in Aceh, Indonesia, 2004-2005. Team Leader for Strategic Preparedness in the Pandemic Influenza and Other Emerging Pandemic Threats Unit, USAID, 2007. USG Health Sector Coordinator for the Haiti earthquake relief effort & Senior Public Health Advisor to the UN Humanitarian Coordinator during the Pakistan floods disaster response, 2010.

Overseas Experience: Residential: Volunteer in the World Health Organization's Smallpox Eradication Program, Bangladesh, 1975-76; Somalia Ministry of Health, 1980-82; CDC Regional Epidemiologist, Cote d'Ivoire, 1983-85. Coordinator of the Cholera Control Task Force at the World Health Organization, Geneva, Switzerland, 1992-1994. Additional work in many countries in Asia, Africa, and the Middle East.

Select Publications: Yamey G, Schaferhoff M, Asrs OK, Waldman R, et al. "Financing of international collective action for epidemic and pandemic preparedness," *Lancet Glob Health*, 2017 Aug;5(8); Waldman RJ, Toole MJ, "Where is the science in humanitarian health?" *Lancet* 2017 June; Checchi F, Waldman RJ, Roberts LF, et al. *World Health Organization and emergency health: if not now, when?* *BMJ* 2016, Jan; Waldman R, Nieburg P. "Thoughts on alternative designs for clinical trials for Ebola treatment research," *Am J Bioeth.* 2015;15(4); Waldman RJ, Newbrander W. "Afghanistan's health system: moving forward in challenging circumstances, 2002-2013," *Glob Public Health.* 2014;9; Newbrander W, Waldman R, Shepherd-Banigan M. "Rebuilding and strengthening health systems and providing basic health services in fragile states," *Disasters*, 2011 Oct;35(4); Kruk ME, Freedman LP, Anglin GA, Waldman RJ. "Rebuilding health systems to improve health and promote statebuilding in post-conflict countries: a theoretical framework and research agenda," *Soc Sci Med*, 2010 Jan;70(1).

Distinctions: WHO Scientific Advisory Board of Experts: Developing a Framework for Decision-making for Vaccination in Emergencies; Board of Directors, Doctors of the World/US; Board of Overseers, International Rescue Committee; Co-editor in Chief, *Global Health: Science and Practice*; Associate Editor: *Journal of Global Public Health*; Editorial Board: *Journal of Disasters*.

Miaochun WEI

Title, Department: Teaching Assistant Professor in Chinese Language

Tenure Status: Non-tenure track

Education: Ed.D., The George Washington University, 2017; M. A., National Taiwan Normal University, Taiwan, 2006; B. A., National Cheng Kung University, Taiwan, 2003

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: China, language assessment, hidden curriculum, language

teacher professional development

Select Courses Taught: CHIN1001 Beginning Chinese I; CHIN1002 Beginning Chinese II; CHIN 2003 Intermediate Chinese I; CHIN 2004 Intermediate Chinese II; CHIN 3105 Intermediate Chinese III; CHIN 3106 Intermediate Chinese IV; CHIN 4107 Reading in Modern Chinese I; CHIN 4108 Reading in Modern Chinese II; CHIN 4185 Directed Reading I; CHIN 4186 Directed Reading II

Foreign Language Competence: Chinese (5), Japanese (2), Spanish (2)

Language Pedagogy Background: 2007-present Teaching Instructor in the Chinese Language; 2006-2007 Teaching Fellow at Hamilton College; 2004-2006 Lecturer in Mandarin Training Center, National Taiwan Normal University; 2005 Lecturer in Princeton in Beijing, Beijing

Academic and Institutional Experience: Instructor, Hamilton College, 2006-07; Instructor, ACC-STARTALK K-16 native English teachers of Chinese;

Overseas Experience: Teaching Assistant, Keio University, Japan; Instructor, National Taiwan Normal University, Taiwan; Instructor, Princeton University, Beijing, China

Select Publication: 2015 Editor: *Teaching World Language: A Practical Guide for Teachers of Chinese*

Distinction: 2016 Best Teaching Activity Award, the Second International Symposium of Chinese Language Teacher Association; 2016 Dissertation Research Awards, The National Federation of Modern Language Teachers' Association (NFMLTA), and National Council of Less Commonly Taught Languages (NCOLCTL)

Robert WEINER

Title, Department: Professor of International Business, Public Policy and Public Administration, and International Affairs, Department of International Business; Director, M.A. Program in International Trade and Investment Policy

Tenure status: Tenured.

Education: Ph.D., Harvard University, 1986; A.M., Harvard University, 1982; A.B., Harvard College, 1979

Percentage of time relevant to program: 25%

Research and teaching specialization: Petroleum economics and finance.

Select courses: Oil: Industry, Economy Society (graduate and undergraduate).

Foreign Language Competence: French (3), Spanish (3), Hebrew (1)

Academic and institutional experience: Visiting Professor of International Economics, SAIS, Johns Hopkins Univ.; Gilbert White Fellow, Resources for the Future; Senior Advisor, Brattle Group, 2006-present; Advisor, Seale and Associates Global Investment Banking, 2003-present; Director of Risk Management, EnergySEER, 2002-present; Gilbert White Fellow, Resources for the Future, 2005-06.

Overseas experience: Associate member, Le Centre de Recherche en économie de l'Environnement, de l'Agroalimentaire, des Transports et de l'Énergie, Université Laval, Canada, 1990-present; Lecturer, USAID Oil Exchange Training and Development Program, Institute for Int'l Education, Moscow, 1993.

Select publications: "State Ownership and Transparency in Foreign Direct Investment" (with A. Cannizzaro), forthcoming, *Journal of International Business Studies* "Energy Security and Foreign Investment: Asian Resource Nationalism in a Political-Economy Mirror," *Energy Security in Asia and Eurasia*, in D. Ollapally and M. Mochizuki, eds. Routledge, 2017; "Multinational Investment and Voluntary Disclosure: Project-Level Evidence from the Petroleum Industry" (with A. Cannizzaro), *Accounting, Organizations and Society* 42, April 2015; "Institutions sans Frontières: International Agreements and Foreign Investment" (with S. Jandhyala), *Journal of International Business Studies* 45, Aug. 2014; "Who Bribes?: Evidence from the UN Oil-for-Food Program" (with Y. Jeong), *Strategic Management Journal* 33, Dec. 2012.

Distinctions: George Washington Univ., CIBER Award, 2006-07, 2007-08, 2011-2012; Gouvernement du Québec, Ministère des Affaires Internationales, Québec Studies Grant, 1992-93; P.W.S. Andrews Memorial Essay Prize in Industrial Economics, 1988; Grant, National Science Foundation, 1984-85.

Number of dissertations/theses supervised in past five years: 5

James WILLIAMS

Title, Department: Professor of International Education & International Affairs, Department of Educational Leadership,

Tenure Status: Tenured

Education: Ed.D., Harvard University, 1994; Ed.M., Harvard University, 1987; M.S., Florida State University, 1976; B. A., College of Wooster, 1974

Percent of Time Relevant to Program: 30%

Research and Teaching Specializations: Educational planning and policy, especially low and middle-income countries.

Select Courses Taught: Policy Issues in International Education: Developing Countries; Planning for Educational Reform in Developing Countries; Education of Those out of School; Education and National Development.

Foreign Language Competence: Japanese (2)

Academic and Institutional Experience: Visiting scholar, Nagoya Univ., 2009-2010; Invited Professor, Kobe Univ., 2010; Fulbright Scholar, SEAMEO-RIHED, Thailand, 2016-2017; Visiting Scholar, Univ. of Tokyo, 2017; Visiting Professor, Sophia Univ., Tokyo, 2017.

Overseas Experience: Japan – 11 years; Thailand – 4 months; Work in 30+ countries.

Select Publications: Kitamura, Y., Edwards, D.B., Chhinh, S., & Williams, J.H., *The political economy of schooling in Cambodia: Issues of quality and equity*, Palgrave-MacMillan, 2015; Williams, J.H., & Bellino, M. (Eds.), *(Re)constructing memory: Education, identity and conflict*, Sense Publishing, 2017; Williams, J.H. & Bokhorst-Heng, (Eds.) W.A. (2016); *(Re)constructing memory: Textbooks, identity, nation, state*. Rotterdam, NL: Sense Publishers; Williams, J.H. (Ed.), *(Re)constructing memory: School textbooks and the imagination of the nation*. Rotterdam, NL: Sense Publishers, 2014.

Distinctions: Fulbright Scholar, 2016/17, Thailand.

Number of dissertations/theses supervised in past five years: Dissertations 3; Theses supervised: 10.

Chen YANG

Title, Department: Professorial Lecturer of Chinese Language and Culture, Department of East Asian Languages and Literatures

Tenure Status: Part-time

Education: Ph.D. George Mason University, 1996

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: SPT (Speaking Proficiency Test); HSK (Chinese Proficiency Test); Chinese Culture and Language Teaching Abroad.

Select Courses Taught: Chinese Culture Through Film; Intermediate-High Proficiency Chinese; Advanced Chinese; and Expert Chinese I, II, and III.

Foreign Language Competence: Chinese (5)

Select Publications: *Developing Your Reading Ability – An English Reading Course for College Students*, (China Economics Press, 2005); *A Newly Compiled English Dictionary for CET – Band 6* (China Economics Press, 2003); *A Newly Compiled English Dictionary for CET – Band 4* (China Economics Press, 2002);

Distinctions: Instructor Excellence Award, Graduate School USA, 2009.

Number of dissertations/theses supervised in past five years: 3.

Daqing YANG

Title, Department: Associate Professor of History and International Affairs, Department of History

Tenure Status: Tenured.

Education: Ph.D., Harvard University, 1996; A.M., The University of Chicago, 1990; M.A., The University of Hawaii, Manoa, 1989; B.A., Nanjing University, China, 1987
Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Modern Japanese history, Empire, World War II, Memory.

Select Courses Taught: East Asia Past and Present; Modern Japanese History; World War II in Asia Pacific; History, Memory, and Violence in Modern Asia; Reading Seminar Modern Japan; Japan's Empire and its Legacies.

Foreign Language Competence: Chinese (5), Japanese (4), Russian (2)

Academic and Institutional Experience: Visiting Researcher, Institute of Contemporary History, Germany (Summer 2015, 2016); Visiting Fellow, International Center for the Study of Chinese Civilization, Fudan Univ. (2015); Visiting Associate Professor, Faculty of Social Sciences, Waseda Univ. (2011-2012); Visiting Associate Professor, Faculty of Liberal Arts, Univ. of Tokyo (2010); Visiting Associate Professor, Yonsei Univ., Korea; Northeast Asian History Foundation (Korea) Research Fellowship (Fall 2010); Edwin Reischauer Associate Professor of Japanese Studies, Harvard Univ. (Fall 2006); Historical Consultant, U.S. National Archives Interagency Working Group (IWG) on Nazi War Crimes and Japanese Imperial Government Documents (2004-2007).

Overseas Experience: Japan (numerous research affiliations during fellowships, 1.5 years teaching, residence over 6 years); Germany (summer research); China (fellowship); Korea (short-term fellowship, summer teaching).

Select Publications: *Technology of Empire: Telecommunications and Japanese Expansion, 1883-1945*, Harvard Univ. Press, 2011; Chief co-editor and translator, *Toward a History Beyond Borders: Contentious Issues in Sino-Japanese Relations*, Harvard Univ. Asia Center, 2012; Co-editor, *Communication under the Seas: The Evolving Cable Network and Its Implications*, MIT Press, 2009; Co-editor, *Kokkyô o koeru rekishi ninshiki* [Contending issues in Sino-Japanese relations: Toward a history beyond borders], Tokyo Univ. Press, 2006. Co-editor, *Rethinking Historical Injustice and Reconciliation in Northeast Asia: The Korean Experience*, Routledge, 2006; "Convergence or Divergence?: Recent Historical Writings on the Rape of Nanjing," *American Historical Review* 104.3 (June 1999).

Distinctions: Historical Consultant to The Nazi War Crimes and Japanese Imperial Government Records Interagency Working Group at the U.S. National Archives, 2004.

Number of dissertations/theses supervised in past five years: 1

Jiawen YANG

Title, Department: Professor of International Business and International Affairs; Chair, Department of International Business

Tenure Status: Tenured.

Education: Ph.D., New York University, 1993; M.A., University of International Business and Economics, Beijing, 1984; B.A., International Business and Economics, Beijing, 1979
Percent of Time Relevant to Program: 30%

Research and Teaching Specialization: Monetary policy transmission, Bank risk analysis and management, financial markets in China, exchange rate and international capital flows.

Select Courses Taught: International Business Finance; Microeconomics in the Global Economy; Financial Institutions Management and Modeling.

Foreign Language Competence: Chinese (5)

Academic and Institutional Experience: Visiting Assistant Prof. of Finance, Vanderbilt Univ., 1993-94; Adjunct faculty, General Electric Management Development Institute, 1993-95; Consultant, U.S. Department of Commerce, 2005; Expert witness, U.S. Department of Justice, 2007-2009; 2012.

Overseas Experience: Visiting Prof. of Finance, Beijing Univ., 2000-present; Visiting Prof. of Finance, London School of Economics (Summer Institute in Beijing), 2005-08; Consultant, United National Industrial Development Organization, 1999-2001.

Select Publications: Coauthor, "State Ownership, Cross-Border Acquisition, and Risk-Taking: Evidence from China's Banking Industry," *Journal of Banking & Finance*, 71 (Oct. 2016); Coauthor, "Do Chinese Banks perform better after IPOs," *Managerial Finance*, 41(4) (2015); Coauthor, "An empirical study of Bank efficiency in China after WTO accession," *Global Finance Journal* 24(2) (2013); Co-author, "Value Premium in the Chinese Stock Market" *Applied Financial Economics* 23:4, (2013); Co-author, "Day and Night Returns of Chinese ADRs," *Journal of Banking and Finance* 36, (2012); "China's International Coordination in Policy Response to the 2008 Financial Crisis," *Whitehead Journal of Diplomacy and International Relations* 12:2, (2011).

Distinctions: Outstanding World EMBA., Faculty Award, School of Business, GWU, 2014, 2017; Student Choice Award-Faculty Teaching for the Online Master of Business Administration, 2016. Outstanding PMBA., Faculty Award for Core Courses, School of Business, GWU, 2012; Outstanding PMBA., Faculty Award for Elective Courses, School of Business, GWU, 2012.

Number of dissertations/theses supervised in past five years: 4

Linda YARR

Title, Department: Research Professor of Practice of International Affairs, Elliott School of International Affairs; Director, Partnerships for International Strategies in Asia (PISA)

Tenure Status: Non-tenure track

Education: M.A., Cornell University, 1975; Diplôme en relations internationales, Institut d'Études Politiques de Paris, 1968; B.A., D'Youville College, 1965

Percent of Time Relevant to Program: 50%

Research and Teaching Specialization: Political Economy, Sustainable Development, Environmental Governance

Foreign Language Competence: French (4), Spanish (2), Vietnamese (1)

Academic and Institutional Experience: Participant and contributing author, Sigur Center for Asian Studies, Rising Powers Initiative Nuclear Debates in Asia Project, 2013-2016; Co-Investigator, "The Global Leadership Mindset: A Cross-cultural Study of Women Leaders in Eight Countries," with the Women's Leadership Institute of The George Washington University, 2009-2010; Professorial Lecturer, American University, "Peace and Conflict Resolution," Spring 1995; Scholar-in- Residence,

School of International Service, American University, 1994-1995; Assistant Professor of Global Political Economy and Coordinator, Global Women's Studies, Friends World Program, Long Island University (formerly Friends World College), 1987-1994; Adjunct Instructor, University of Denver, "The Vietnam Legacy in American Politics and International Law," Spring 1986 and Spring 1987; "Power, Production, and Reproduction: Women in the Work Force," Fall 1986; Lecturer, University of Colorado at Boulder, "Comparative Politics of Developing Areas," Spring 1987

Overseas Experience: As PISA director, Linda Yarr organized multi-year summer seminars with universities in China, including Renmin University, Fudan University, Nankai University and China Foreign Affairs University, as well as cooperative projects with Liaoning University. She was based in Kyoto, Japan for a fall semester in 2000 and has addressed conferences in Seoul, Republic of Korea.

Select Publications: "Vietnam: Nuclear Ambitions and Domestic Dynamics," with Nguyễn, T.T.T, in Mochizuki, M. M. and Ollapally, (Eds.). *Nuclear Debates in Asia: The Role of Geopolitics and Domestic Processes* (Lanham: Rowman & Littlefield, 2016), pp. 161-183; "Shifting the Paradigm: Climate-wise Development for Human Security" in Werrell, C.E. and Femia, F, "The U.S. Asia-Pacific Rebalance, National Security and Climate Change," a report of the Center for Climate and Security, Washington, DC, November 2015, pp. 89-92; "Mirror, Mirror on the Wall: Who Has the Global Leadership Mindset (GLM) of Them All?" Davis E., Khilji, S., Critchfield A.J., Cseh M., Yarr L., Abou-Zaki W.

Proceedings: International Leadership Association Conference Global Leadership: Portraits of the Past, Visions for the Future, 10th ILA Annual Global Conference November 12-15, 2008; "Gender and International Relations: Future Directions," in Priscilla Roberts and He Peiqun (eds.), *Bonds across Borders: Women, China, and International Relations in the Modern World* (Newcastle-upon- Tyne: Cambridge Scholars Publishing, 2007), pp. 274-279; "Constraints on Time and the Struggle for Gender Equality among Vietnamese and North American Women," in Kathleen Barry (Ed.), *Vietnam's Women in Transition* (London: Macmillan, 1996), pp. 110-122.

Distinctions: Successfully won grants for PISA from organizations including: The Asia Foundation, Carnegie Council on Ethics and International Affairs, Chino Cienega Foundation, Civil Service Bureau, Hong Kong, Ford Foundation, Henry R. Luce Foundation, Heinrich Böll Foundation, Ministry of Foreign Affairs, Indonesia, National Policy Foundation, Taiwan, Open Society Institute, Rockefeller Foundation, Stimson Center, United Board for Christian Higher Education in Asia, U.S- Mongolia Business Council, W. Alton Jones Foundation, United States Embassy, Laos, United States Department of State, Bureau of Educational and Cultural Affairs, World Wildlife Fund

Anri YASUDA

Title, Department: Assistant Professor of Japanese Language and Literature

Tenure Status: Tenure-track

Education: Ph.D., Columbia University, 2011; M.A., Waseda University, (Tokyo, Japan), 2009; M.A., Columbia University, 2007; B.A., Columbia University

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Modern and contemporary Japanese fiction and literary criticism; Japanese popular and visual culture from the Edo period to the present; modern Japanese intellectual history; Japanese art history

Select Courses Taught: JAPN 3105 Intermediate Japanese III; JAPN 3162 Japanese Culture Through Film; JAPN 4185 Directed Reading I

Foreign Language Competence: Japanese (5), French (2)

Language Pedagogy Background: 2013 to present: (Assistant Prof.) Instructor of Japanese language, literature, and film classes, GW; 2011 to 2013: Postdoctoral Fellow and Instructor of Japanese literature classes, University of Southern California; 2005 to 2011, Teaching Assistant, Columbia

Overseas Experience: Visiting Research Scholar, Waseda University, 2017

Select Publications: "The Fashion Statements of Dazai Osamu: Sartorial and Literary Expressions of Gender in Wartime Japan," [forthcoming] *The Journal of Popular Culture*; "Endeavors of

Representation: Visual Art and the Literature of Akutagawa Ryūnosuke,” *Japanese Language and Literature*. Vol. 56, No.20, October 2016; “Akutagawa Ryūnosuke- Manga Depictions of a Literary Icon,” *International Journal of Comic Art*. Vol. 16, No. 2, Fall/ Winter 2014/15

Distinctions: Japan Foundation Research Fellowship (2016-2017 cycle); Columbian College Facilitating Fund, George Washington University, (2015-2016); Univ. of Southern California Provost’s Postdoctoral Scholar in the Humanities (2011-2013)

Liang (Larry) YU

Title, Department: Professor of Tourism Studies and Hospitality Management, GWU School of Business

Tenure Status: Tenured

Education: Ph.D., University of Oregon, 1988; Ed.M., Boston University, 1984; B.A., Hangzhou University, China, 1980

Percent of Time Relevant to Program: 25%

Research and Teaching Specialization: International hotel development, international tourist behavior, tourist satisfaction.

Select Courses Taught: Financial Mgt-Tourism/Hospitality, Hotel-Resort Market Analysis.

Foreign Language Competence: Chinese (4)

Academic and Institutional Experience: Associate Professor of Tourism and Hospitality Management, Northern Arizona Univ., 1995-96; Assistant Professor of Tourism and Hospitality Management, Northern Arizona Univ., 1990-95; Visiting Assistant Professor, Univ. of Oregon, 1991; Managing Director, China Express International, 1988-89.

Overseas Experience: Fulbright Scholar, National Univ. of Management, Phnom Penh, Cambodia, 2007; Visiting Professor, Shanghai Institute of Tourism, Shanghai Normal Univ., 2004; Director, Education and Promotion Department, Zhejiang Provincial Travel and Tourism Bureau, Hangzhou, China, 1984-85; Interpreter and Tour Guide, China International Travel Service, Hangzhou, China.

Select Publications: Co-author, *Heritage Management, Tourism, and Governance in China* (Springer, 2013); Co-author, “The Changing Structure of the Chinese Hotel Industry: 1980-2012,” *Tourism Management Perspective* 4 (2012); Co-author, “Mega Event and Destination Brand: 2010 Shanghai Expo.,” *International Journal of Event and Festival Management* 3:1 (2012); Co-author, “Tourism, Heritage and Sacred Space: The Case of Wutai Shan,” *China Journal of Heritage Tourism* 7:1 (2012).

Distinctions: Oriental Scholar Award for Outstanding Contribution to Tourism and Hospitality Research and Education in China, Shanghai Municipal Education Commission, 2010; Grant, U.S. Agency for International Development/RAISE, 2002; Outstanding Scholar Award, N. Arizona Univ., 1993, 1994, 1995, 1996; Leadership Development Programs Recognition Award, N. Arizona Univ., 1992.

Hang ZHANG

Title, Department: Assistant Professor of Chinese Language and Linguistics, Department of East Asian Languages and Literatures

Tenure Status: Contract, Full-time

Education: Ph.D., University of North Carolina at Chapel Hill, 2013; M.A., Zhejiang University, 2003; B.A., Beijing Language University, 1997

Percent of Time Relevant to Program: 100%

Research and Teaching Specializations: Chinese Linguistics, Chinese Language, Second Language Acquisition.

Select Courses Taught: Introduction to Chinese Linguistics I; Readings in Modern Chinese I & II; Intermediate Chinese III & IV.

Foreign Language Competence: Chinese (5), Japanese (1)

Academic and Institutional Experience: Lecturer (Zhejiang Univ., China); Visiting scholar (Duke Univ., Durham, USA); Lecturer in Chinese (Univ. of North Carolina at Chapel Hill).

Overseas Experience: Born, raised, educated in China through M.A.; lecturer in Chinese, International College at Zhejiang Univ., 1997-2005.

Select Publications: *Difficult Vocabulary Teaching-Handbook for Teaching Chinese as a Second Language* 《实用对外汉语重点难点词语教学词典》 (Co-authors: L-Y Zhu, et al.), Beijing Univ. Press, 2009; *Introduction to Chinese Linguistics* 《现代语言学导论》 (Co-authors: C-H Chi, et al.), Zhejiang Univ. Press, 3 editions: 2004, 2007, 2012; “Dissimilation in the Second Language Acquisition of Chinese Tones,” *Second Language Research*, Vol. 32(3), 2016; “Focal Prominence Marking in Second Language Chinese Tones,” In Tao, H. (ed.) *Integrating Chinese Linguistics Research and Language Learning and Teaching*, John Benjamins, 2016; “The effect of theoretical assumptions on pedagogical methods: A case study of second language Chinese tones,” *International Journal of Applied Linguistics*, 2016. Zhang, Hang. (2015). Positional Effects in Second Language Chinese Tones, *Journal of Chinese Language Teaching*, 12:2, pp.1-30, 2015; The Third Tone: Allophones, Sandhi Rules and the Pedagogy. *Journal of Chinese Language Teachers Association* 49:1 (Feb. 2014).

Phyllis ZHANG

Title, Department: Associate Professor of Chinese and International Affairs, Department of East Asian Languages and Literatures.

Tenure Status: Contract, Full-time

Education: Ed.D., Columbia University, 1994; Ed. M, Columbia University, 1993, M.A., Columbia University, 1989; B.A., Yunnan Teachers University, 1982

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Second language acquisition, Chinese proficiency assessment, Chinese linguistics.

Select Courses Taught: Beginning Chinese I & II; Advanced Chinese I & II; Advanced Chinese Conversation and Composition I & II (Business Chinese).

“Language Pedagogy Background: Expert in proficiency-oriented language pedagogy. Fully certified ACTFL OPI tester of Chinese since 2006.”

Foreign Language Competence: Chinese (5).

Academic and Institutional Experience: Director, Chinese Program, Columbia Univ., 1999-2002; Professor of Chinese, Columbia Univ., 1986-2004.

Overseas Experience: Born and raised in China

Select Publications: *Transitions: Intermediate Chinese Course* (Cengage Learning 2017); *Ni-Wo-Ta: An Introductory Course in Modern Chinese*, (Cengage Learning, 2015); *Developing Chinese Fluency*, (Cengage Learning, 2010); *David and Helen in China: An Intermediate Course in Modern Chinese*, (Yale Univ. Press, 1999, 2003).

Distinctions: Grant, Tuttle Asian Language Publication, 2004; Bender Teaching Award, The George Washington Univ., 2007; Innovative Multimedia Materials Award, International Conference on Chinese Language Teaching, 2008.

Qingming ZHOU

Title, Department: Chinese Instructor, Department of East Asian Languages and Literatures

Tenure Status: Non-tenure track

Education: M.L.S., University of Albany – SUNY, 1995; M.A., Washington University in St. Louis, 1993; M.A., Chinese Academy of Social Sciences, Beijing, 1987; B.A., Peking University, 1982

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Contemporary Chinese literature, Chinese Language

Select Courses Taught: CHIN 4107 Readings in Modern Chinese I; CHIN 4108 Readings in Modern Chinese; CHIN 4121W Advanced Chinese Conversation and Composition I; CHIN 4180W 20th Century Chinese Literature

Foreign Language Competence: Chinese (5)

Academic and Institutional Experience: Associate Editor (Freelancer), Chinese Cultural Relics, April 2014 to May 2015; Chief Researcher, Radio Free Asia, Washington, DC, October, 1996 – January, 2014

Overseas Experience: Staff Researcher, Institute of Nationality Studies, Chinese Academy of Social Sciences, Beijing, China, August 1987 to May 1990; Staff Researcher, National Museum of Chinese History, Beijing, China, August 1982 to August 1984

Select Publications: Published more than 200 poems and essays (in Chinese) in dozens of anthologies, literary magazines and newspapers in the U.S., China, Taiwan, Hong Kong and Vietnam. Others include: “Transformation of Settlement Pattern of Pinpu People in Taiwan during 17th -19th Centuries,” *Studies on History of Chinese Nationalities*: No. 2, Beijing, 1990; “Tattoo Pilgrimage,” *World of Culture Relics*, No.2, Beijing, 1986; “Study on Origin of Gaomei (Ancient Chinese Ritual) - Also on Birth Ideology among Primitive People,” *Folklore*, No. 5, Beijing, 1986; “Problems concerning Ethnological Attributions of Kayue Culture and Siwa Culture - Also on Origin of Qiang People in Ancient China,” *Publications of the National Museum of Chinese History*, No. 6, Beijing, 1984; “Research into Tiger Totem of Ji Clan of the Zhou Dynasty,” *Studies on World Religions*, No.1, Beijing, 1984.

STAFF

Miriam GRINBERG

Title, Department: Program Associate, Sigur Center for Asian Studies

Tenure Status: Full-time, non-tenure track

Education: Ph.D., University of Warwick, 2016; M.A., University of Warwick, 2012; B.A., Gettysburg College, 2011

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: U.S.-Japan alliance, U.S. military bases in Okinawa, security alliances, Japanese foreign policy

Select Courses Taught: IAF 2040 International Affairs Research Methods

Foreign Language Competence: Japanese (3), Spanish (2), Russian (1)

Academic and Institutional Experience: Visiting Ph.D. Scholar, American University, 2014

Overseas Experience: Mosaic Taiwan Fellowship Exchange Program, 2018; East Asia Research Fellow, University of Warwick, 2012-15; Visiting Researcher, University of the Ryukyus, Okinawa, Japan, 2014; Japan Society for the Promotion of Science Research Fellow, Waseda University, Tokyo, Japan, 2014; Study Abroad, Kansai Gaidai University, Hirakata, Japan, 2010

Select Publications: Ph.D. thesis: *The US-Japan alliance and the relocation of Futenma: Sites of discursive exchange in the reproduction of security alliances*, University of Warwick, 2016

Distinctions: East Asia Research Fellowship, University of Warwick, 2012-15; Toshiba International Foundation Scholarship, 2014; Japan Society for the Promotion of Science Research Fellowship, 2014

Richard HADDOCK

Title, Department: Program Coordinator, Sigur Center for Asian Studies

Tenure Status: Full-time, non-tenure track

Education: M.A., The George Washington University, 2017; B.A., University of Central Florida, 2015

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: U.S.-Taiwan relations, Taiwan politics and development, comparative politics of East Asia, U.S. foreign policy in Asia

Foreign Language Competence: Spanish (5), Chinese (3), Japanese (1)

Academic and Institutional Experience: Project Assistant for Asia, National Democratic Institute, 2017; International Relations Intern, U.S. Department of State's Office of Taiwan Coordination, 2017; Fellow, World Affairs Council of Central Florida, 2015; Public Diplomacy Intern, U.S. Department of State's Office of Public Diplomacy for East Asia and the Pacific; China-Taiwan Cross-Strait Relations Fellow, UCF, 2014

Overseas Experience: U.S. Critical Language Scholarship Recipient, Suzhou, China, 2016; Public Diplomacy Intern, American Institute in Taiwan, 2015; Taiwan-U.S. Sister Relations Alliance Summer Ambassador Scholarship, 2013

Distinctions: William Johnson Outstanding Graduate Student in Asian Studies, GW, 2017; U.S. Critical Language Scholarship, 2016; U.S.-Taiwan Cultural Ambassador, Taiwan-U.S. Sister Relations Alliance Summer Ambassador Scholarship, 2013

Yan HE

Title, Department: China Documentation Center Librarian, Global Resources Center, Gelman Library

Tenure Status: Full-time, non-tenure track

Education: MLIS, University of Pittsburgh, 2016; Ph.D., Peking University, 2011; M.A., Indiana University Bloomington, 2010; M.A., Northeast Normal University, 2003; B.A., Northeast Normal University, 2001

Percent of Time Relevant to Program: 100%

Foreign Language Competence: Chinese (5), German (3), Japanese (1)

Academic and Institutional Experience: Curator, Dr. You-Bao Shao Overseas Chinese Documentation and Research Center, Ohio University Libraries, 2014-16; Associate Instructor, Indiana University, 2008-11

Overseas Experience: Visiting Student, Hong Kong University, 2015-16; Research Associate, Freie Universität Berlin (Free University Berlin), 2011-14

Select Publications: Co-author, "Web-Archiving Chinese Social Media: Final Project Report," *Journal of East Asian Libraries*, 165 (2017); Co-author, "Collecting Social Media Data from the Sina Weibo Api," *Journal of East Asian Libraries*, 165 (2017); Guest Editor, "Chinese American Archives, Collections, and Librarians (Special Issue)," *History & Perspectives: The Journal of the Chinese Historical Society of America*, 2016; "Chinese-Language Newspapers in America," in Jonathan H.X. Lee, ed., *Encyclopedia of Chinese American History* (Santa Barbara: ABC-CLIO, 2015), pp. 179-182; "Overseas Chinese in France and the World Society: Culture, Business, State, and Transnational Connections, 1906-1949," *Berliner China – Hefte/Chinese History and Society*, 43 (2013), 49-63.

Distinctions: Mellon Foundation – Council on East Asian Libraries Innovation Grants for East Asian Librarians, Project: Blogging and Microblogging: Preserving Non-Official Voices in China's Anti-Corruption Campaign, 2016-17; The Southeast Asia Materials Project (SEAM), funds for newspaper microfilm project, 2015; Research Grant for archival research, John F. Kennedy Foundation, 2011; Best Book Award in Shanghai, 2010; Conference Travel Grant, East Asia Studies Center, Indiana University, 2010; Moody Grant, Lyndon B. Johnson Foundation, 2009

Molly MROCH

Title, Department: Program Coordinator, GW Confucius Institute, Columbian College of Arts & Sciences

Tenure Status: Full-time, non-tenure track

Education: M.A., The University of Wisconsin – Platteville, 2012; B.A., The University of Wisconsin – Madison, 2006

Percentage of Time Devoted to East Asia: 100%

Foreign Language Competence: Chinese (2)

Overseas Experience: Study Abroad in Wuhan, China 2011-2012; Taught English in Taipei, Taiwan, 2006-2007; Summer Study Abroad in Tianjin, China 2005

Rose Marie MYALIL

Title, Department: Departmental Operations Coordinator, Department of East Asian Languages and Literatures

Tenure Status: Full-time, non-tenure track

Education: M.Sc, Kerala University, 1984

Percent of Time Relevant to Program: 100%

Foreign Language Competence: Malayalam (5), Hindi (3)

Mitsuyo SATO

Title, Department: Okinawa Collection/Japan Resource Center Librarian, Global Resources Center, Gelman Library

Tenure Status: Part-time, non-tenure track

Education: M.A., Georgetown University, 2000; B.A., Osaka Kyoiku University, Japan, 1993

Percent of Time Relevant to Program: 100%

Select Courses Taught: JAPN 4199 Proseminar

Foreign Language Competence: Japanese (5), Chinese (1)

Language Pedagogy Background: Certified ACTFL Oral Proficiency Interviews (OPI) Tester, April, 2013

Academic and Institutional Experience: Instructor of Japanese, Dept. of East Asian Languages and Literatures, George Washington University, 2000-2015; Business Language Faculty, School of Business, George Washington University, 2009-2014; Instructor of Japanese, Japan-America Society of Washington, 1998-99; Japanese Language Teaching Assistant, Georgetown University, 1997-98

Select Publications: GWU CIBER Projects: Video Project: “Learn Business Japanese through Japanese-style convenience store ‘Famima’ in California” (2013); Business Japanese Project: “How to write a business email and letter through various situations” (2012)

Taoran SUN

Title, Department: Managing Director, GW Confucius Institute, Columbian College of Arts & Sciences

Tenure Status: Full-time, non-tenure track

Education: M.S., Johns Hopkins University, 2006; B.S., University of Maryland College Park, 2003

Percentage of Time Devoted to East Asia: 100%

Select Courses Taught: Business Etiquette Culture in China

Foreign Languages: Chinese (5)

Overseas Experience: EAIE Spring Academy, Prague, Czech Republic, 2018; Global Confucius Institute Conference in Beijing, Shanghai, Xian, China, 2012-17; European Association of International Education (EAIE) Annual Conference, Seville, Spain, 2017; Going Global British Council Annual Conference, London, U.K., 2016; The Asia-Pacific Association for International Education (APAIE) annual conference, Seoul, Korea, 2014

Ann YANG

Title, Department: Program Assistant, GW Institute for Korean Studies

Tenure Status: Full-time, non-tenure track

Education: M.A., The George Washington University, 2017; B.A., Fudan University, 2012

Percent of Time Relevant to Program: 100%

Research and Teaching Specialization: Youth and Civil Society Development, especially in Southeast Asia

Foreign Language Competence: Korean (5), Chinese (4), Georgian (2), Burmese (1)

Overseas Experience: Myanmar Mobile Education, Myanmar, 2016; Peace Corps, Georgia, 2013-15; Fudan University, China, 2007-12; Yanbian No. 1 High School, China, 2005-07; Daejeon Foreign Language High School, South Korea, 2004; Wangqing No. 1 Middle School, China, 2002-03; Daeduk Elementary School, South Korea, 1996-2000

Distinctions: Fudan University Freshmen Scholarship, Foreign Student Scholarship; Shanghai Government Scholarship; Elliott School of International Affairs Tuition Award; Freeman Foundation Grant

Appendix C - Position Descriptions

EAS NRC Outreach Coordinator

Reporting to the EAS NRC Director, Jisoo Kim, and EAS NRC Associate Director, Deepa Ollapally, the EAS NRC Outreach Coordinator will work closely with the Director and Associate Director to support all EAS NRC program components, including providing direct support for day-to-day administrative needs as well as helping coordinate, report, and promote EAS NRC programs. Specific responsibilities will include but are not limited to:

- Managing EAS NRC workshops, seminars, and public lecture events;
- Executing EAS NRC reporting requirements;
- Coordinating with EAS NRC partner schools – particularly Spelman College – GW schools and units, and other stakeholders to implement EAS NRC programming;
- Recruiting/managing EAS NRC student workers and staff (Language for Professionals Support Staff, K-12 Curriculum Developers, and Digital Materials Cataloguers);
- Managing EAS Visiting Scholars from the region, including processing any necessary Visa documentation and paperwork; and,
- Processing EAS NRC expenses.

EAS NRC Programming Assistant

Reporting to the EAS NRC Associate Director Deepa Ollapally, the Programming Assistant will work under the direction of the Associate Director and in collaboration with the Outreach Coordinator to implement EAS NRC programming, particularly with media-related projects such as the “Skype-a-Scholar” platform, “Hot Spots Minute” podcast, “Learning for Professionals” online language modules, and any other digital-related development. Specific duties will include but are not limited to:

- Managing EAS NRC’s digital and media platforms, inclusive of production and dissemination processes, coordinating the development of digital content and the recruitment of hosts and expert commentators;
- Publicizing digital and media programming on social media, blogs, and other appropriate online platforms; and
- Assisting the EAS NRC Outreach Coordinator in implementing teacher training workshops, public lectures, and seminars;
- Assisting the EAS NRC Outreach Coordinator in processing EAS Visiting Scholars; and
- Assisting the EAS NRC Outreach Coordinator in collecting and processing all EAS NRC reporting data.

Chinese and Korean Language Digital Materials Cataloguers

Reporting to the EAS NRC Associate Director Deepa Ollapally, each of the Digital Materials Cataloguers (one for Chinese language, and one for Korean language) will work in coordination with the GW Library and the EAS NRC Programming Assistant to acquire, process, catalog, and store digital materials in their respective languages. Both cataloguers will be hired as part-time staff only for the first project year. To this end, the cataloguers will:

- Work with GW Library staff in assessing the status of GW's current catalog of EAS-related digital materials;
- Assess the needs and areas of improvement of GW's current catalog of EAS-related digital materials;
- Work with EAS NRC staff and GW Library staff in appropriately obtaining digital materials in the respective East Asian language (Chinese and Korean);
- Catalog and store digital materials; and
- Work with EAS NRC staff in tracking and producing necessary reporting data and statistics.

Language for Professionals Student Support Staff

Reporting to the EAS NRC Associate Director Deepa Ollapally, the Language for Professionals (LFP) Student Support Staff – a student temporary wage staffer – will work in close coordination with the LFP Instructors as well as with the EAS NRC Outreach Coordinator and EAS NRC Programming Assistant as needed. The LFP Student Support Staff will be primarily responsible for designing and maintaining an online platform for LFP modules over the duration of the project. To this end, the LFP Instructor Support Staffer will:

- Work with LFP Instructors to design a creative, intuitive, and effective online platform for tutorial modules;
- Create and properly maintain the online platform for the duration of the project;
- Assist instructors in designing and uploading tutorials onto platform;
- Change and adapt the online platform as necessary; and,
- Work in conjunction with the Outreach Coordinator and Programming Assistant to collect necessary EAS NRC reporting data and statistics.

Graduate Student K-12 Curriculum Developers

Reporting to the EAS NRC Associate Director Deepa Ollapally, the two Graduate Student K-12 Curriculum Developers will work with faculty from the GW Graduate School of Education and Human Development, GW Asian Studies Program, and local K-12 educators and students to develop original in-depth lesson plans for K-12 educators. Both must be current graduate students at the time of recruitment (one in Asian Studies, one in Education), and will be hired as part-time staff. To this end, the Curriculum Designers will:

- Investigate and examine relevant resources – including interviewing K-12 and University faculty – in designing new curricula;
- Regularly meet with local K-12 educators and students to design and implement new curricula;
- Report progress to appropriate EAS NRC staff; and
- Work in conjunction with EAS NRC staff to collect necessary EAS NRC reporting data and statistics.

Appendix D: Project Goals & Performance Measurement Forms

All target values are discrete per target year, *not* cumulative over multiple project years

Project Goal 1: Increase GW Credit and Non-Credit Learning Opportunities in East Asia Priority Languages and in Area Studies									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase by 50 percent by Year 2 the amount of undergraduate major programs in East Asia priority languages to expand GW student opportunities for learning of diverse perspectives obtaining skills needed for careers in areas of national need	1a. Design and implement two new courses in Advanced Korean Composition and Conversation, as well as one class in History of Korean Language	1ai. Number of <i>new</i> language course offerings by level per year	Annually	GW Registrar	0	3 (courses will be maintained in subsequent years)	0	0	0
		1a.iii. Percentage of students providing positive reviews of new courses	Biannually	GW Survey Research & Analysis Office	0	70	70	70	70
	1b. Design and implement by Project Year 2 a new BA degree in Korean Studies to expand student access in learning a language less commonly taught (Korean) and gain deeper insights into diverse perspectives, with enrollment target comparable to Chinese and Japanese language major programs	1bi. Percentage increase of new majors in East Asia priority languages	Annually	GW Registrar	0	0	50 (to be maintained in subsequent years)	0	0
		1b.ii. Amount of students enrolled in Korean Studies major per year	Annually	GW Registrar; GW enrollment data	0	0	5	7	8
	1c. Design and implement by Project Year 2 two new advanced courses in Chinese language on the topic of contemporary culture, media, and politics to enable students to develop communication skills necessary for careers	1ci. Number of new language course offerings by level per year	Annually	GW Registrar	0	0	2 (courses will be maintained in subsequent years)	0	0
		1c.ii. Percentage of students providing	Biannually	GW Survey Research & Analysis Office	0	70	70	70	70

	in areas of national need, and to satisfy FLAS program requirements	positive reviews of new courses							
2. Expand by 2 non-credit language learning opportunities in East Asia priority languages for students and the public to deepen understanding of diverse perspectives and generate informed debate on world regions (focused on East Asia)	2a. Design and implement a new summer course in Tibetan culture and language to expand student access to a language less commonly taught (Tibetan) and gain deeper insights into diverse perspectives	2ai. Percentage increase of non-credit language learning opportunities offered at GW	Annually	GW Registrar	0	100 (course will be maintained in subsequent years)	0	0	0
		2aii. Percentage of students providing positive reviews of new course	Annually	GW Survey Research & Analysis Office; survey distributed to class	0	70	70	70	70
	2b. Recruit part-time instructor to deliver summer course on East Asia priority language (Tibetan)	2bi. Number of part-time instructors recruited for summer course per year	Annually	NRC records; HR records	0	1	1	1	1
	2c. Support the successful implementation of non-credit language learning projects and competitions open to students and the public to expand language learning opportunities and encourage cultural engagement	2ci. Number of J.LIVE Talk Japanese language speech competitions per year	Annually	NRC records gathered for grant; EALL department documentation; program agenda	1	1	1	1	1
		2cii. Number of additional competitions explored or supported for other East Asia priority languages, such as Chinese, per year	Annually	NRC records gathered for grant; institutional records including emails, meeting notes, etc.	0	1	1	1	1
3. Increase by 2 the number of non-language GW interdisciplinary East Asia area studies	3a. Design and implement a new multidisciplinary course, to be offered twice per year, that would	3ai. Number of <i>new</i> multidisciplinary courses on contemporary issues	Annually	GW Registrar	0	2 (to be maintained in	0	0	0

courses to leverage GW and DC area expertise on contemporary topics for students to be prepared for careers in areas of national need	incorporate contemporary issues related to East Asia to provide students with important diverse perspectives and be prepared for careers in areas of national need	related to East Asia per year				subsequent years)			
		2a.ii. Percentage of students providing positive reviews of new courses	After each course concludes	GW Survey Research & Analysis Office; survey distributed to class	0	70	70	70	70
	3b. Recruit two part-time instructors per year to deliver course titled "Current Issues in East Asia"	3bi. Number of part-time instructors hired per year	Annually	NRC records; HR records	0	2	2	2	2

Project Goal 2: Increase Student Language Proficiency in East Asia Priority Languages to Prepare Students for Careers in Areas of National Need									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Provide 5 proficiency training and pedagogical event/training opportunities for instructors of East Asia priority languages during each Project Year	1a. Provide EAS language instructors with an annual Summer Language Institute and evaluate the effectiveness of this workshop annually to implement improvements in subsequent workshops	1ai. Number of events in language instruction offered each year	Annually	NRC records gathered for grant; programmatic records	0	1	1	1	1
		1aii. Number of participants and speakers each year	Annually	NRC records gathered for grant; programmatic records	0	15	15	15	15
		1aiii. Percent of positive reviews from workshop	After each workshop	Surveys to be administered at the end of workshops	0	70	70	70	70
	1b. Provide annual ACTFL Standards-based Pedagogy and Language Assessment workshops, in conjunction with GW Language Center, for secondary and post-secondary EAS language	1bi. Number of events in language instruction offered each year	Annually	NRC records gathered for grant; programmatic records	0	1	1	1	1
		1bii. Number of participants and	Annually	NRC records gathered for grant;	0	30	30	30	30

	instructors to regularly evaluate and establish effective teaching methods and standards, and encourage educator linkages across language levels	speakers each year		programmatic records					
		1biii. Percent of positive reviews from workshop	After each workshop	Surveys to be administered at the end of workshops	0	70	70	70	70
	1c. Provide annual training and pedagogy workshops/conferences for Chinese language instructors at the secondary and post-secondary educational levels	1ci. Number of Teaching Chinese Methods Seminars per year	Annually	NRC records gathered for grant; programmatic records	0	2	2	2	2
		1cii. Number of Chinese Linguistics and Pedagogy Conferences per year	Annually	NRC records gathered for grant; programmatic records	0	1	1	1	1
		1ciii. Percent of positive reviews from training activities	After each activity	Surveys to be administered at the end of activities	0	70	70	70	70
2. Increase by 8 graduate students and 12 undergraduate students the number of students attaining minimum intermediate-high proficiency (IAP) in EAS priority languages each Project Year	2a. Expand/maintain upper level language courses described in Project Goal 1 above	2ai. Number of new language course offerings by level per year	Annually	GW Registrar	0	3 (to be maintained in subsequent years)	2 (to be maintained in subsequent years)	0	0
	2b. Provide FLAS fellowships to support advanced language and area studies in East Asia priority languages to prepare students for careers in areas of national need	2bi. Number of FLAS awards given (inclusive of academic-year and summer award periods)	Annually	NRC records	0	12	12	12	12
		2bii. Percent of FLAS fellows who improve scores by at least one ILR equivalent proficiency level	Annually/Biannually (respective to kind of fellowship awarded)	NRC records	0	60	60	60	60

		by the end of their fellowship							
	2c. Design and implement a strategy, in conjunction with teacher training workshops, to effectively utilize and incorporate student performance results in curriculum design to ensure maximum student opportunity for success in language learning and evaluation	2ci. Percent of students <i>not</i> successfully passing or meeting language requirements for degree (graduate and undergraduate)	Biannually	GW Registrar; EALL department records	0	20	15	12	10
		2cii. Number of consultations between each student in 2ci. and appropriate language instructors to work out feasible success strategies per semester	Biannually	NRC records; EALL department records	0	1	1	1	1
3. Increase the number of part-time language faculty to provide EALL with sufficient educational support to offer languages that meet student requirements and needs, particularly in intermediate and advanced language study	3a. Recruit a qualified part-time language instructor for Chinese language to deliver courses in advanced Chinese language each academic semester to support EALL and FLAS language programs	3ai. Number of part-time instructors recruited per year	Annually	NRC records; GW HR records	0	2	2	2	2

Project Goal 3: Promote Understanding of Diverse Perspectives of East Asia among K-12 Educators, Minority-Serving Institutions, and Broader Audiences									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. <i>Building K-12 Global Competencies Program:</i> Institutionalize three categories of outreach/training/collaboration activities each Project Year with K-12 educators to promote the integration of East Asia perspectives and languages into teacher education	1a. Partner with two curriculum designers – graduate students in Education, and Asian Studies – to develop original, in-depth lesson plans for K-12 teachers	1ai. Number of recruits appointed as designers per year	Annually	NRC records gathered for grant	0	2	2	2	2
		1aii. Number of curriculum designs created per year	Annually	NRC records gathered for grant; curriculum design documents	0	2	2	2	2
		1aiii. Percentage of positive reviews of curriculum designs evaluated by K-12 educators	Annually	Surveys to be administered to K-12 educators throughout program	0	70	70	70	70
	1b. Hold an annual workshop for K-12 educators with EAS content experts and curriculum designers to integrate current events in East Asia into teacher education	1bi. Number of workshops for K-12 educators held per year	Annually	NRC records gathered for grant; program agendas, hand-outs, and other documents; etc.	0	1	1	1	1
		1bii. Number of participants and speakers attending workshop per year	Annually	Workshop participant list	0	20	25	25	30
		1biii. Percentage of positive reviews of workshop	At the end of each workshop	Surveys to be administered to participants at the end of each workshop	0	50	50	50	50
	1c. Hold regular digital outreach activities by using technological resources to provide local, regional, and national K-12 educators access to GW faculty and EAS	1ci. Number of Skype-a-Scholar activities held per year	Annually	NRC records gathered for grant; classroom agendas, etc.	0	4	4	4	4
		1cii. Number of Hot Spots Minute video and audio interviews conducted per year	Annually	NRC records gathered for grant; interview programs, etc.	0	4	4	4	4

	content specialists to integrate EAS analytical dimensions into K-12 classrooms	1ciii. Percentage of positive reviews of respective activities	At the end of each activity	Surveys administered at end of each activity	0	70	70	70	70
2. <i>Spelman College Partnership</i> : Establish and implement each Project Year a collaborative three-element partnership with Spelman College (an HBCU) to improve access of underrepresented students to EAS global educational and professional competencies	2a. Recruit and reserve a visiting EAS scholar from Spelman College to stay at GW and foster institutional linkage between EAS faculty and specialists between Spelman College and GW	2ai. Number of EAS scholars from Spelman College that stay at GW per year	Annually	NRC records gathered for grant; documents from appropriate GW offices that process visiting scholar information per institute/center	0	1	1	1	1
		2aii. Number of academic activities/engagements each EAS scholar participates in at GW as part of visiting scholar program per year	Annually	NRC records gathered for grant; program agendas, hand-outs, etc.	0	2	2	2	2
		2aiii. Number of written materials each EAS scholar produces as part of visiting scholar program per year	Annually	NRC records gathered for grant; written materials the EAS scholar produces	0	1	1	1	1
	2b. Provide annual workshops on EAS content with HBCU undergraduate students, organized and led by GW EAS faculty, to expand access underrepresented students have to EAS studies and available resources	2bi. Number of workshops conducted per year	Annually	NRC records gathered for grant; program agendas, hand-outs, and other documents; etc.	0	1	1	1	1
		2bii. Number of participants and speakers attending workshop per year	Annually	Workshop participant list	0	25	30	35	40
		2biii. Percentage of positive reviews of workshop	At the end of each workshop	Surveys to be administered to participants at the	0	50	50	50	50

				end of each workshop					
	2c. Provide curricular support with Spelman College EAS faculty counterparts to develop an EAS curriculum that leverages GW linkages and sustains East Asia course of study for Spelman College students	2ci. Number of new EAS curriculums designed and implemented per year	Annually	NRC records gathered for grant; Spelman College academic services documents, etc.	0	1 (to be maintained in subsequent years unless modified as needed)	0	0	0
		Number of new courses designed and implemented for course per year	Annually	NRC records gathered for grant; Spelman College registrar	0	1 (to be maintained in subsequent years unless modified as needed)	0	0	0
3. <i>Public Outreach</i> : Expand public exposure to diverse EAS perspectives and analytical dimensions through institutionalizing three public outreach categories of activities/events each Project Year	3a. Provide regular public lectures on current issues in East Asia, inviting local experts and GW faculty as speakers, to foster deeper public debate on international affairs and world regions (focusing on East Asia)	3ai. Number of public lectures held under the current issues series per year	Annually	NRC records gathered for grant; event documents such as program agendas, etc.	0	5	5	5	5
		3aii. Total number of participants and speakers in all of the above lectures per year	Annually	NRC records gathered for grant; event documents such as participant lists, etc.	0	150	150	150	150
		3aiii. Percentage of positive reviews of lectures from participants	At the end of each workshop	NRC records gathered for grant; survey administered at end of each lecture	0	50	50	50	50
	3b. Integrate multidisciplinary aspects of EAS – especially humanities – into collaborative	3bi. Number of EAS humanities-focused event activities implemented and designed with the GW	Annually	NRC records gathered for grant; event documents such as program agendas, etc.	0	2	2	2	2

	workshops/event activities with the GW Textile Museum to broaden public exposure to diverse EAS perspectives and analytical dimensions	Textile Museum per year							
		3bii. Total number of participants and speakers in event activities per year	Annually	NRC records gathered for grant; event documents such as participant lists, etc.	0	50	50	50	50
		3biii. Percentage of positive reviews of lectures from participants	At the end of each lecture	NRC records gathered for grant; survey administered at end of each lecture	0	70	70	70	70
	3c. Host international scholars and experts from the East Asia region at GW to participate in outreach events/class lectures in order to provide the public and students with additional diverse perspectives on East Asia, promote academic debate on topics related to EAS such as international affairs, and more holistically inform perspectives for those preparing for careers in areas of national need	3ai. Number of visiting scholars from East Asia that will stay at GW for program per year	Annually	NRC records gathered for grant; documents from appropriate GW offices that process visiting scholar information per institute/center	0	2	2	2	2
		3aii. Number of academic activities/engagements each scholar participates in at GW as part of visiting scholar program per year	Annually	NRC records gathered for grant; program agendas, hand-outs, etc.	0	1	1	1	1
		3aiii. Number of written materials each scholar produces as part of visiting scholar program per year	Annually	NRC records gathered for grant; written materials the EAS scholar produces	0	1	1	1	1

Project Goal 4: Increase Resources Available at GW for East Asian Studies, Including FLAS Grants									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Expand in two key categories over each of the four Project Years new EAS-related resources to supplement instructional resources and complement credit and non-credit language and area studies courses	1a. Acquire new digital materials for the GW University Library	1ai. Total percent increase of new resources acquired overall, disaggregated by type/language	Annually	GW Language Center records; NRC records; GW Library records	0	25	25	25	25
		1aii. Total cataloguers recruited to assist process new digital materials in East Asia priority languages per year	Annually	NRC records; GW HR records	0	2	0	0	0
	1b. Acquire new and independently produced EAS-related films for GW Language Center	1bi. Total percent increase of new resources, disaggregated by language, per year	Annually	GW Language Center records; NRC records	0	10	10	10	10
2. Expand digital resources for career-specific language learning assistance for students through creating three modules for East Asia priority languages	2a. Create an online platform and recruit qualified instructors to carry out professional field-specific language modules in Chinese, Japanese, and Korean (focusing on Law and Business)	2ai. Number of online platforms created and maintained per year	Annually	GW Language Center records; NRC records	0	1 (to be maintained in subsequent years unless modified as appropriate)	0	0	0
		2aii. Number of support staff assisting in maintaining platform per year	Annually	GW Language Center records; NRC records	0	2	2	1	1
		2aiii. Number of total faculty from EALL, Law, and Business departments recruited for each module, per year	Annually	GW Language Center records; NRC records	0	2	2	2	2
	2b. Coordinate with GW business and law faculty to produce self-learning tutorial modules in Chinese, Japanese, and Korean, beginning in Project Year 2 and	2bi. Number of digital lessons created each year, beginning in year 2, disaggregated by language	Annually	GW Language Center records; NRC records	0	0	10	10	10
		2bii. Number of users that access digital	Annually	GW Language Center records; NRC records;	0	0	100	125	150

	continuing for the duration of the grant	lessons, disaggregated by language, per year		website management databases					
3. Provide 12 total FLAS fellowships per year (six academic year and six summer) for graduate and undergraduate students	3a. Recruit and enroll diverse group of FLAS fellows, inclusive of traditionally underrepresented communities	3ai. Number of FLAS fellows recruited/enrolled, disaggregated by type of fellowship	Annually	NRC Records	0	12	12	12	12
		3aii. Percent of fellows from traditionally underrepresented communities	Annually	NRC Records	0	50	50	50	50
		3aiii. Percent positive reviews from program experience	Annually	NRC Records; survey administered to fellows	0	50	50	50	50

Project Goal 5: Increase Supply of Specialists Contributing to Areas of National Need in EAS									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1. Increase by 30 the number of students awarded EAS-related degrees over the four Project Years	1a. Increase the number of EAS-related degree programs at GW (Korean Studies degree described in Project Goal 1)	1ai. Number of new EAS degree programs, disaggregated by type, per year	Annually	NRC Records; GW Registrar	0	0	1 (to be maintained in subsequent years)	0	0
		1aii. Number of students enrolled in/graduating with EAS degrees (overall, disaggregated by degree type and academic level) per year	Annually	NRC Records; GW Registrar	0	60	65	68	70
		1aiii. Percent of positive reviews of EAS degree programs	Annually	GW Survey Research & Analysis Office; school graduation surveys	0	50	50	50	50
	1b. Expand course offerings in EAS (as	1bi. Number of new EAS course listings,	Annually	NRC Records; GW Registrar	0	3 (to be maintained in	2 (to be maintained in	0	0

	discussed in Project Goal 1)	disaggregated by level, per year				subsequent years)	subsequent years)		
		1bii. Number of students enrolled in EAS courses (overall, disaggregated by level), per year	Biannually	NRC Records; GW Registrar	0	50	55	58	60
		1biii. Percent of positive reviews of EAS courses	Biannually	GW Survey Research & Analysis Office	0	70	70	70	70
	1c. Increase student financial and material support, as described in Project Goal 4	Percentage of GW FLAS fellow graduates who studied an East Asia priority language	Annually	NRC Records	0	33	33	33	33
2. Increase by 30 the number of student graduates placed into employment, education, or training in areas of national need over the grant period	2a. Improve post-graduation surveys to report priority language and EAS-related skill application in careers	2ai. Percent of graduate placements overall, disaggregated by type	Annually	ESIA's Graduate Student Career Development Center data	0	90	91	92	93
		2aai. Percent of EAS graduates using EA related skills	Annually	ESIA's Graduate Student Career Development Center data	0	70	72	74	75
		2aiii. Percent of FLAS graduates who secure employment that uses EA-related skills	Annually	ED FLAS tracking survey; NRC survey of FLAS graduates (if needed)	0	70	72	74	75
	2b. Offer two workshops annually on seeking EAS-related employment	2bi. Number of workshops held annually on subject	Annually	NRC records gathered for grant; event documents such as participant lists, etc.	0	2	2	2	2
		2bii. Number of participants/speakers in workshop, disaggregated	Annually	NRC records gathered for grant; event documents such	0	60	60	60	60

		by education status and industry interest, per year		as participant lists, etc.					
		2biii. Percent of positive reviews of workshops	After each workshop	Survey administered at the end of workshops	0	70	70	70	70



Spelman College

GORDON-ZETO CENTER FOR GLOBAL EDUCATION

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***DIMEJI R. TOGUNDE, PH.D**

*Associate Provost for Global Education and
Professor of International Studies*

Prof. Jisoo Kim
Elliot School of International Affairs
1957 E. Street NW
Washington, D.C. 20052

June 20, 2018

Dear Prof. Kim:

I am writing on behalf of Spelman College to endorse the Title VI grant proposal initiated by the representatives of The George Washington University to establish a National Resource Center in East Asian Studies. As you may probably know, Spelman College is one of the top 100 liberal arts Colleges in the nation. Spelman is also the leading Historically Black College in the nation (ranked #1 consistently in the last ten years). We are committed to a mission that seeks to "engage students with the many cultures of the world" through both curricular and co-curricular global engagements, instruction in critical languages, international research and service learning.

The invitation extended to Spelman to join the proposed National Resource Center is not fortuitous. We are proud to be one of the few Historically Black Colleges and Universities (HBCU) in the nation to have developed a program on Asian Studies. Currently directed by Professor Tinaz Pavri, it is a dynamic and multidisciplinary program built on the diverse interests of the affiliated faculty and students from several departments across the Campus. Our faculty and students are engaged in research, teaching and learning throughout Asia. We offer a minor in Asian Studies, which focuses on knowledge about and proficiencies in the histories, languages, cultures, politics and economies of Asia. Furthermore, having been nationally recognized with several prestigious awards in recent years for excellence in international education, Spelman College is well positioned to join forces with George Washington University to support and advance the objectives of the proposed resource center as they are well aligned with our global education agenda.

In the 21st Century, enhancing students' intercultural understanding and their global competence in an interconnected and rapidly changing global society, is critical to their success in the workforce as they would be able to navigate the diverse global cultural landscapes, function effectively and be successful as global leaders. As a result, Spelman is happy to be involved in the myriad of activities to be undertaken by the National Resource Center in East Asian Studies. For instance, the plan by the George Washington University to collaborate in hosting a two-day workshop annually on East Asian Studies for HBCU undergraduate students, would deepen our students' knowledge of East Asian Studies by connecting them with the enormous resources present in the Washington, D.C. Metropolitan area. In addition, the plan to reserve a place for a visiting Spelman faculty in Asian studies during his/her



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Professor of International Studies*

sabbatical year at the George Washington's Sigur Center for Asian studies would support a strong collaborative research, promote joint teaching and curricular support, and enrich campus intellectual engagements.

This proposal also underscores the importance of partnership as a cornerstone of international education, especially, in the era of globalization. Aimed at tapping into the diverse, rich and vibrant global education initiatives that have gained grounds on the campuses of the member institutions, funding from the Department of Education Title VI grant would be pivotal to both the realization of the laudable objectives of Resource Center and foster mutually beneficial collaborations to promote research, teaching and learning.

In closing, based on these reasons and others, I implore you to give this proposal your utmost consideration as it seeks, in all ramifications, to create a resource center that would widen students' global horizons in an increasingly complex and competitive global society while simultaneously enhancing faculty growth. Please do not hesitate to contact me should you have any questions or need clarifications.

Sincerely,

'Dimeji Togunde, PhD

Budget Narrative File(s)

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TITLE VI NATIONAL RESOURCE CENTER DETAILED BUDGET

AUGUST 15, 2018 - AUGUST 14, 2022

	2018-19	2019-20	2020-21	2021-22	TOTAL	Notes
I. PERSONNEL	\$161,732	\$144,255	\$142,453	\$138,819	\$587,259	
A. Administrative	\$73,032	\$73,555	\$74,003	\$74,369	\$294,959	
1. Outreach Coordinator, TBD	\$38,438	\$39,976	\$41,575	\$43,238	\$163,227	Base salary \$50,000. Title VI will support 75% each year. Merit increase of 4% effective January 1 of each year.
2. Programming Assistant, TBD (reduced by 5% each subsequent year)	\$34,594	\$33,579	\$32,428	\$31,131	\$131,732	Title VI will support 75% in Year 1, 70% in Year 2, 65% in Year 3, and 60% in Year 4. Base salary \$45,000. Merit increase of 4% effective January 1 of each year.
B. Course Development	\$4,000	\$6,000	\$6,000	\$2,000	\$18,000	
1. Advanced Korean Conversation and Composition I	\$0	\$2,000	\$2,000	\$0	\$4,000	Supplemental payment to GW faculty for course development in Y3 and Y4 @ \$2,000/course.
2. Advanced Korean Conversation and Composition II	\$0	\$0	\$2,000	\$2,000	\$4,000	Supplemental payment to GW faculty for course development in Y3 and Y4 at \$2,000/course.
3. History of the Korean Language	\$2,000	\$2,000	\$0	\$0	\$4,000	Supplemental payment to GW faculty for course development @ \$2,000/course.
4. Advanced Chinese Language on Specified Topics	\$2,000	\$2,000	\$2,000	\$0	\$6,243	Supplemental payment to GW faculty for course development Years 1-3 only @ \$2,000/course.
C. Language Instruction Program	\$10,000	\$26,000	\$23,750	\$23,750	\$83,500	
1. Advanced Chinese Language on Specified Topics	\$0	\$11,000	\$11,000	\$11,000	\$33,000	1 part-time instructor x 2 courses per year (1 each semester) @ \$5,500/course.
2. "Language for Professionals" Self-Learning Modules Instructors	\$0	\$5,000	\$5,000	\$5,000	\$15,000	Supplemental compensation for 10 modules per year @ \$500 per module in Years 2, 3 and 4.
3. "Language for Professionals" Self-Learning Modules student support staff	\$4,500	\$4,500	\$2,250	\$2,250	\$13,500	Student temporary wage staff. \$15 per hour for 300 hours per year in Years 1 & 2, and 150 hours in Years 3 & 4.
4. Tibetan Language and Culture Course	\$5,500	\$5,500	\$5,500	\$5,500	\$22,000	1 part-time instructor @ \$5,500/course.
D. Area Studies Course Instruction	\$11,000	\$11,000	\$11,000	\$11,000	\$44,000	
1. Current Issues in East Asia	\$11,000	\$11,000	\$11,000	\$11,000	\$44,000	Part-time instructors @ \$5,500/course for 2 semesters per year.
E. Outreach	\$27,700	\$27,700	\$27,700	\$27,700	\$110,800	
1. Teaching Chinese Methods Seminar Organizer	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800	\$600 per semester x 2 semesters per year.
2. K-12 Curriculum Developers	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	Graduate students @ \$20/hour x 500 hours.
3. Post-Secondary Curriculum Developers	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	Supplemental compensation for GW faculty @ \$5,000/course.
4. GW faculty outreach/teacher training speaker fees (Skype-A-Scholar, Teaching International Hot Spots Minute Workshop, Spelman College program)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	10 full-time GW faculty speakers per year, \$250 supplemental compensation paid per event. \$2,500 total requested per year.
5. J.LIVE Talk Japanese speech competition	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	\$4,000 stipend for J.Live Project Director
F. Library	\$36,000	\$0	\$0	\$0	\$36,000	
1. Chinese materials cataloguer	\$18,000	\$0	\$0	\$0	\$18,000	Part-time staff in Y1. 15 hours/week x 48 hours @ \$25/hour
2. Korean materials cataloguer	\$18,000	\$0	\$0	\$0	\$18,000	Part-time staff in Y1. 15 hours/week x 48 hours @ \$25/hour
II. FRINGE BENEFITS	\$27,305	\$27,581	\$27,550	\$26,656	\$109,092	
1. Administrative benefits	\$17,966	\$18,095	\$18,205	\$18,295	\$72,561	Fringe benefits are 24.6% for regular employees and 6.3% for temporary employees from 7/1/17 - 6/30/18 (provisional thereafter), per DHHS Agreement dated April 7, 2017.
2. Course Development benefits	\$984	\$1,476	\$1,476	\$492	\$4,428	
3. Language Instruction Program benefits	\$630	\$2,553	\$2,411	\$2,411	\$8,005	

	2018-19	2019-20	2020-21	2021-22	TOTAL	Notes
4. Area Studies Course Instruction benefits	\$693	\$693	\$693	\$693	\$2,772	
5. Outreach benefits	\$4,764	\$4,764	\$4,764	\$4,764	\$19,056	
6. Library benefits	\$2,268	\$0	\$0	\$0	\$2,268	
III. TRAVEL (GW Staff)	\$0	\$2,000	\$2,000	\$2,000	\$6,000	
1. GW Faculty/Staff to HBCU Outreach Partners; mileage, lodging, and incidentals	\$0	\$2,000	\$2,000	\$2,000	\$6,000	Travel for 2 GW faculty and/or staff to potential HBCU outreach partners in the DMV in Years 2-4. Expenses include mileage, lodging, and incidentals, totaling \$2,000 per year.
IV. SUPPLIES	\$25,000	\$20,000	\$15,000	\$10,000	\$70,000	
1. Library digital acquisitions	\$20,000	\$15,000	\$10,000	\$5,000	\$50,000	\$20,000 in Y1, \$15,000 in Y2, \$10,000 in Y3, and \$5,000 in Y4 to acquire East-Asia digital library materials.
2. Language Center Film Library (Chinese, Japanese, and Korean)	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	\$1,500 requested per year on Film Library acquisitions (\$500 per language).
3. Project-related supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	\$1,000 requested per year for project-related office supplies.
4. Brochure/printing for workshops & conferences	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000	\$250/event for printing brochures and other information for workshops and conferences. 10 events/year.
V. OTHER DIRECT COSTS	\$41,975	\$39,210	\$40,945	\$42,680	\$164,810	
A. Evaluation / Assessment	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	
1. Independent Evaluator	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	Independent consultant to conduct overall program evaluations and assessments. \$3,000 requested per year.
B. K-12 Education Outreach	\$6,100	\$1,600	\$1,600	\$1,600	\$10,900	
1. Teaching International Hot Spots Minute Workshop	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	Non-GW speaker fees (honorarium), travel, incidentals, and materials for workshops. \$1,000 requested per year.
2. Skype-A-Scholar	\$400	\$400	\$400	\$400	\$1,600	4 non-GW speakers, \$100 requested in speaker fees each.
3. Hot Spots Minute Podcast	\$200	\$200	\$200	\$200	\$800	4 non-GW speakers, \$50 requested in speaker fees each.
4. Outreach website development	\$4,500	\$0	\$0	\$0	\$4,500	Independent consultant to build and develop NRC and outreach websites. \$4,500 requested in Year 1 only.
C. Post-Secondary Education Outreach	\$10,875	\$12,610	\$14,345	\$16,080	\$53,910	
1. Spelman College Program	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	Non-GW speaker fees (honorarium), travel, and incidentals. \$1,000 requested per year.
2. Spelman College Program	\$8,675	\$10,410	\$12,145	\$13,880	\$45,110	Expenses for students from Spelman College to travel to DC include \$61/night x 2 nights; \$125/student train fare; meals @ \$50/day x 2 days. Y1: 25 students, Y2: 30 students, Y3: 35 students, Y4: 40 students
2. Chinese Linguistics and Pedagogy Conference	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800	Non-GW speaker fees (honorarium), travel, and incidentals. \$1,200 requested per year.
D. Workshops and Lecture Series (EAS Current Issues + Kim-Renaud EA Humanities Series)	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000	
1. East Asia Current Issues Lecture Series (linked to Interdisciplinary East Asia Current Issues Courses)	\$500	\$500	\$500	\$500	\$2,000	2 non-GW speaker fees (honorarium), travel, and incidentals per year. \$250 requested per lecture.
2. Kim-Renaud East Asia Humanities Lecture Series	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	4 non-GW speaker fees (honorarium), travel, and incidentals per year. \$750 requested per lecture.

	2018-19	2019-20	2020-21	2021-22	TOTAL	Notes
3. East Asian Voices Initiative	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000	4 non-GW speaker fees (honorarium), travel, and incidentals per year. \$3,000 requested per event, for 4 events per year.
4. Hot Spots Minute Podcast supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	and technology for the Hot Spots Minute Podcast series.
F. Teacher Training (General)	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000	
1. Summer Language Teaching Institutes	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	Non-GW speaker fees (honorarium), travel, incidentals, and materials for training. \$1,500 requested per year.
2. Pedagogy and Language Assessment Workshops (with GW Language Center and EALL)	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	Non-GW speaker fees (honorarium), travel, and incidentals. \$1,000 requested per year.
3. Teaching Chinese Methods Seminar	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	Non-GW speaker fees (honorarium), travel, incidentals, and seminar materials. \$2,000 requested per year.
VI. TOTAL DIRECT COSTS (NRC)	\$256,012	\$233,046	\$227,948	\$220,155	\$937,161	
VII. TOTAL INDIRECT COSTS @ 8% MTDC	\$20,481	\$18,644	\$18,236	\$17,612	\$74,973	The Department of Education has a maximum allowable IDC rate of 8%. The majority of the program will take place on campus.
VIII. TOTAL COSTS (NRC)	\$276,493	\$251,690	\$246,184	\$237,767	\$1,012,134	
TITLE VI FLAS BUDGET						
IX. TRAINING STIPENDS (FLAS)	\$243,000	\$243,000	\$243,000	\$243,000	\$972,000	
A. Graduate Academic Year Fellowships (6)	\$198,000	\$198,000	\$198,000	\$198,000	\$792,000	
Tuition (\$18,000)	\$108,000	\$108,000	\$108,000	\$108,000	\$432,000	\$18,000 in tuition support per fellow for 6 AY fellows per year.
Subsistence Allowance (\$15,000)	\$90,000	\$90,000	\$90,000	\$90,000	\$360,000	\$15,000 in subsistence allowance per fellow for 6 AY fellows per year.
B. Summer Fellowships (6)	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000	
Tuition (\$5,000)	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$5,000 in tuition support per fellow for 6 summer fellows per year.
Subsistence Allowance (\$2,500)	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$2,500 in subsistence allowance per fellow for 6 summer fellows per year.
X. TOTAL FUNDING REQUESTED (NRC + FLAS)	\$519,493	\$494,690	\$489,184	\$480,767	\$1,984,134	